A HANDBOOK of PUNCTUATION

SPENCER

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To

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I. PUNCTUATION

1. **Definition.**—Punctuation is usually understood to mean the use of points and marks for the sake of emphasizing and making clear sentences and parts of sentences. But, in its broader signification, it may concern itself with any of the mechanical processes connected with the preparation of written or printed manuscripts. It is in this broader, looser sense that the word is used in this *Handbook*.

II. THE MANUSCRIPT

2. **Carelessly Prepared Manuscripts.**—It is unfortunate, but nevertheless true, that too many of us are careless to the point of slovenliness and inaccuracy about the purely mechanical features of our manuscripts. Yet a composition's plainness and legibility are as important to a reader as a speaker's delivery and articulation are to his audience. If one's hearers are continually puzzling over what one is saying, and straining attention to catch what one may say next, it is obvious that they cannot enjoy one's remarks to the fullest extent, no matter how good such remarks may be. In like manner, if an instructor, or any reader for that matter, is compelled to

puzzle over misshapen and illegible letters and words in an essay, it stands to reason that any enjoyment or fair criticism of the composition will be an impossibility. On this point Herbert Spencer's testimony should not fail of careful perusal by every writer:

> A reader or listener has, at each moment, but a limited amount of mental power available. To recognize and interpret the symbols presented to him requires part of this power; to arrange and combine the images presented requires a farther part; and only that part which remains can be used for realizing the thought conveyed. Hence, the more time and attention it takes to receive and understand each sentence, the less time and attention can be given to the contained idea, and the less vividly will that idea be conceived.[1]

3. **Neatness and Legibility.**—It is only wisdom on the part of a writer, therefore, to pay particular attention to the neatness and legibility, and the various other mechanical details of his manuscript. And since almost any writer can, with due care, present a neat, clear, readable manuscript, it seems worth while to offer a few practical suggestions for the guidance of writers.

4. **Choice of Paper.**—Unless there are specific reasons for not doing so, write on unruled letter paper of about 8 x 10 or 8½ x 11 inches in size. Choose paper that is of a neutral tint—grey, yellow, or manila brown—and not sufficiently glazed to present a glossy surface.

5. **Legibility.**—Write with painstaking care for legibility.

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1. *Philosophy of Style*, p. 5.

a. Avoid angularity (inclining too far forward) in the formation of letters. The vertical system is the most legible.

b. Leave a liberal space between the horizontal lines of the manuscript; and do not let the sub-linear strokes of *f's, g's, j's, p's, q's, y's,* and *z's* in one line descend below the general level of the *b's, d's, f's, h's, k's, l's, p's,* and *t's* in the line below.

c. Leave a liberal space between consecutive words in the same line. Two separate words should never be run together.

d. Do not leave extra space between letters in the same word. Avoid especially a gap between a capital letter and the letter that follows.

e. Leave a double space after a period, a colon, a semicolon, an exclamation-point, or a question-mark, and before initial and after final quotation-marks.

f. Do not fail to dot all *i's* and *j's* and to cross all *t's* and *x's.* And be careful that the dots are directly above the *i's* and *j's* and that the *t*-strokes are horizontally across the *t's,* and not across adjacent *l's* or *b's.*

g. Do not write *and* on an oblique line.

h. Avoid conspicuous shading and all flourishes that are not necessary to identify a letter.

6. **Black Ink.**—Write with black ink and on only one side of the paper.

7. **Space between Title and Subject-matter.**—Leave not less than a half-inch of clear space between the title of the essay and the subject-matter.

8. **Introductory Pronouns.**—Do not begin an essay with a pronoun the antecedent of which is to be found only in the title.

9. Margins.—Leave a blank margin of at least two inches at the left side of each page.

a. If the margin is ruled on the paper, the lines of writing should begin at the ruled margin. No margin should be left at the right of the page unless a marginal line is ruled there. If the margins are ruled all about the paper and there is a difference in the width of the margins at the top and the bottom of the sheet, the broader margin should be kept at the bottom of the page, as it may be of most use for foot-notes there.

10. Crowded Lines.—Do not crowd the lines at the bottom of the page; take a new sheet of paper.

11. Pagination.—Number the pages of the manuscript at the top, in arabic, not in roman, numerals.

12. Space at the Top of Each Page.—Write the first line of each page not less than an inch from the top of the page.

13. Spelling.—Scrutinize carefully the spelling of every word.

a. Many students complain that they cannot tell, even by a careful perusal of their themes, when a word is incorrectly spelled. Here is an infallible preventitive—and it must be followed by every student when in the slightest doubt—for misspelled words: every word in the manuscript is to be regarded by the writer as misspelled until the dictionary has been consulted and the word is seen to be spelled correctly.

b. The following commonly misspelled words should be carefully studied by every student who has trouble with his spelling:

(1) academy.

(2) accommodate.
(3) achieve.
(4) acknowledgment.
(5) advice (*n*).
(6) advise (*v*).
(7) affect (*v*). How did it *affect* you?
(8) allusion. Not to be confused with *illusion*.
(9) all right. There is no such word as "alright".
(10) altar (*n*). An *altar* in the church.
(11) alter (*v*). The tailor will *alter* the suit.
(12) angel. An *angel* in Heaven.
(13) angle. He views it from a different *angle*.
(14) appertain (*v*).
(15) appurtenance (*n*).
(16) athlete, athletic. No *e* between the *h* and the *l*.

(17) believe.
(18) benefit.
(19) berth. Not to be confused with *birth*.
(20) burglar.
(21) business. Note that the *i* comes after the *s*.

(22) capitol. Not to be confused with *capital*.
(23) ceiling.
(24) Christian.
(25) clothes. Different meaning from *cloths*.
(26) coming.
(27) conceive.
(28) comparative.
(29) current (*adj*).

(30) deceased. Burial of the *deceased* took place to-day.
(31) definite.
(32) descent (*n*).
(33) describe. There is only one *i* in *describe*.

(34) description.
(35) desert. A dry, sandy, uninhabitable region.
(36) dessert. The last course at dinner.
(37) develop. No *e* after the *p*.
(38) different.
(39) dining-room.
(40) disease. Afflicted with a grievous *disease*.
(41) divine.
(42) drowned. There is no such word as "drownded".
(43) dying.

(44) effect. Not to be confused with *affect*.
(45) embarrass.
(46) emigrant. Not to be confused with immigrant.
(47) etc. Abbreviation for *et cetera*. Not "ect".
(48) excellent.
(49) existence.

(50) finally. Two *l's* in *finally*, and only one *i*.
(51) forcible.
(52) forty. Not "fourty".

(53) grammar.
(54) grievous. No *i* after the *v*.

(55) height. There is no such word as "heighth".

(56) illusion. Not to be confused with *allusion*.
(57) imagine. Only one *m*.
(58) immigrant. One who comes *into* a country is an *immigrant*. Nót to be confused with *emigrant*.
(59) independent.
(60) Indians. Spelled with a capital letter.
(61) infinite.
(62) inoculate.
(63) inquisitive.

(64) irrelevant. Not "irrevelant".
(65) its. There is no apostrophe in the pronoun *its; it's* is an abbreviation for *it is.*
(66) itself. One word, not two.

(67) judgment.

(68) laid. Not "layed".
(69) later. *Later* in the day.
(70) latter. The *latter* of two.
(71) led. Not like the past tense of *read.*
(72) lightning. Not an *e* after the *t.*
(73) loose (*adj*).
(74) lose (*v*).

(75) Macaulay.
(76) mantle. Distinguish between this word and *mantel.*
(77) maybe (*adv*).
(78) mischievous. No *i* after the *v.*
(79) misspell. No hyphen between the two *s's.*
(80) murmur. The second syllable is spelled exactly like the first.

(81) negroes.
(82) Niagara.
(83) nickel. The *e* comes before the *l.*
(84) noticeable.

(85) obedience.
(86) occasion. Two *c's* and only one *s.*
(87) occur. One *r* only.
(88) occurred. Two *r's.*
(89) omission.
(90) omit.
(91) one's. Note the apostrophe in the possessive case.
(92) oneself. One word; not "one's self".
(93) opportunity.

(94) parallel.
(95) partner.
(96) perform. Not "preform".
(97) precede.
(98) preference.
(99) preparation.
(100) principal (*adj*). The *principal* personage.
(101) principal (*n*). The *principal* of the school.
(102) principle (*n*). A man of good *principles*.
(103) privilege.
(104) proceed.
(105) professor. Only one *f* in the word.
(106) pursue.

(107) quiet (*adj*). A *quiet* afternoon.
(108) quite (*adv*). Not *quite* sold out.

(109) receive.
(110) recommend.
(111) reference.
(112) repetition.
(113) resistance.
(114) rhythm.

(115) seize.
(116) separate.
(117) serviceable.
(118) siege.
(119) similar. Not an *i* after the *l*.
(120) speech.
(121) stationary (*adj*).
(122) stationery (*n*).
(123) statue. Do not confuse with *stature*.
(124) studying.
(125) surprise.

(126) their.
(127) to (*prep*).
(128) too (*adv*).
(129) two (*adj*).
(130) truly.
(131) tyranny.

(132) until. Only one *l* in the word.

(133) vegetable.
(134) village.
(135) villain.

(136) Wednesday.
(137) woman (*singular*).

14. Paragraph Indentation.—When beginning a new paragraph, indent at least three-quarters of an inch, irrespective of where the preceding paragraph has ended.

a. No exception is made to this rule because the paragraphs are numbered. The first words of the first lines of all paragraphs should begin at the same distance from the margin. No other lines than the first lines of paragraphs should be indented in the least.

15. Consolidation of Paragraphs. — When it is necessary to consolidate two paragraphs, draw a line from the end of the first to the beginning of the second and mark "No ¶" in the margin opposite where the consolidation is to be made. Likewise, when it is necessary to separate one paragraph into two, insert the paragraph symbol (¶) immediately before the word that is to begin the new paragraph.

16. Leaving Parts of Lines Blank.—Do not leave part of a line blank after the end of a sentence, unless

that sentence ends the paragraph. If there is room, begin the next sentence on the same line.

17. Insertion of Words.—When it is necessary to insert a word or a phrase in a sentence, write the word or phrase above the line and indicate with a caret (∧) below the line the proper place for the insertion.

18. Erasures.—Make erasures by drawing a single heavy line through the word or words to be canceled.

a. Do not use parentheses to indicate erasures, as they have other very different uses. See paragraphs **129** to **133**. A printer will not omit, but will set up in type parentheses and everything found within them.

19. Restoration of Erased Words.—Indicate the restoration of an erased word or phrase by a line of dots beneath it.

20. Transposition of Words.—Indicate the transposition of two words or phrases by drawing a continuous line over the first and under the second.

21. Underscoring.—Underscore once for *italics*, twice for SMALL CAPITALS, and three times for CAPITALS. Use wave-line underscoring to indicate **heavy-face type.**

22. The Manuscript.—Never roll a manuscript under any circumstances. And unless the number of pages makes the essay too bulky to fold, do not fasten the sheets together. Where short themes of not more than eight or ten pages are presented, fold only once—transversely across the middle, bringing the top of the theme to the bottom. Then, holding the folded theme in

this position, with the top brought to the bottom, endorse with name, class-section, and date on the upper right-hand corner of the paper. Such a way of folding and endorsing enables the instructor to file any number of essays with accuracy and to be able to find any theme with a minimum amount of trouble.

III. CAPITAL LETTERS

23. First Word of a Sentence.—Begin the first word of every complete sentence with a capital letter, unless the sentence follows one to which it is so closely related in thought that the two are separated by a colon or a minor mark of punctuation.

Right.—Toward the south were the railway station and the business section of the town; toward the north extended the residence district and the churches.

24. Verse and Formal Quotations.—Capitalize the first word of every direct formal quotation and of every line of verse.

a. Verse, unless only a fragment of a line, should be quoted in verse form, with a capital at the beginning of each line. But when fragmentary quotations and fragments of lines of verse, even though quoted exactly, are used as grammatical elements in a sentence, a capital is not used unless the author himself has capitalized the word with which the quotation begins. (For the punctuation of direct quotations, *see* 60, 98, 144.)

Right.—He cited the following lines from Beattie's *Minstrel*:

Far to the west the long, long vale withdrawn,
Where twilight loves to linger for a while.

Right.—It was Mrs. Browning who said, "Every age appears to souls who live in it, most unheroic."

Right.—Fletcher has said somewhere that nothing is "so dainty sweet as lovely melancholy."

25. Proper Adjectives and Nouns. — Capitalize proper names and adjectives derived from proper names.

Exception 1.—The names of the seasons are not capitalized; as, *spring, midsummer, autumn,* etc.

Exception 2.—When a proper noun or adjective has been used so long that it has lost its primary significance of reference to the name from which it took its meaning, it is not capitalized. Such words are *cologne, morocco, platonic, stoical, india* (rubber), *castile* (soap), *levant,* etc.

Exception 3.—In zoology the names of species, even though derived from proper names, are not capitalized; as, *Corvus americanus, Ursus himalayanus,* etc.

26. Difficulty in Recognizing Proper Names.—It would seem an easy enough matter to say that every proper name should be capitalized, and to capitalize such words when one has occasion to use them; but in reality it is often difficult for one to determine precisely when one is using a proper noun. For this reason it seems advisable to make the following sub-rules in explanation of the general rule for the capitalization of proper names:—

27. (*1*) Class Names.—Capitalize a class name when it is used as a generally recognized distinguishing title; as, the *Union,* the *United Kingdom, Heaven* (but *heavens*), *God* (but *gods*), etc.

a. For this reason one should capitalize such words as *father, mother, sister,* etc. when they are used as distinguishing titles and without any idea of class reference. But when such nouns are made to serve the double purpose of naming both an individual and a class, they are usually regarded as common nouns and are written with small letters, even though they may unquestionably distinguish individual persons or subjects.

Right.—It is Father's belief that stubborn men are often wrong, but seldom dishonest.

Not good.—My Father says that stubborn men are often wrong, but seldom dishonest.

Right.—My father says that stubborn men are often wrong, but seldom dishonest.

b. Names of college classes, unless referring to a specific class of a certain year in a definite college, are not capitalized.

Wrong.—He will be a Freshman at Kentucky Wesleyan next year.

Right.—He will be a freshman at Kentucky Wesleyan next year.

Wrong.—A meeting of the freshman class [meaning a specific class] will be held immediately after chapel.

Right.—A meeting of the Freshman Class [meaning a specific class] will be held immediately after chapel.

28. (*2*) **Titles of Books, etc.**—Capitalize the first word and all the important words in the titles of books, poems, magazine articles, plays, pictures, etc.; that is, the first word and all the other words except articles, demonstratives, prepositions, conjunctions, auxiliary verbs, and pronouns in the possessive case.

a. Usage varies greatly here. Some writers capitalize even prepositions when they are long, while others capitalize only the nouns and verbs. The American Library Association, following continental usage, has adopted the practice of capitalizing only the proper names and the first words of titles.

b. As a rule, the definite article preceding the titles of newspapers and magazines is not treated as a part of the title.

c. In the titles of foreign books and magazines the following rules should be observed—

1. In German and Danish capitalize all nouns and all adjectives derived from the names of persons; as, *Die Natur in der altgermanischen und mittelhochdeutschen Epik, Die Homerische Frage, Studier i Beowulfsagan.*

2. In French, Italian, Scandinavian, and Spanish capitalize proper names, but not adjectives derived from proper names; as, *Tableau de la littérature russe, Delizie degli eruditi toscani, Svenska litteraturens historie, Rassegna bibliografica della letteratura italiana.*

3. In Dutch capitalize all nouns and all adjectives derived from proper nouns; as, *Geschiedenis der Nederlandsche Taal.*

4. In Latin capitalize only proper nouns and adjectives derived from proper nouns; as, *Verificatio omnium stellarum fixarum pro anno 1440.*

29. (*3*) **Common Nouns Joined with Proper Names.**—Write with a capital letter common nouns when used with proper names and meaning the same thing, whether connected by or without a preposition; as, *Yellowstone Park, Cape of Belle Isle, Borough of Manhattan, Alexander the Great,* etc.

a. Where the name is made up of several words, capitalize the first word, whatever it may be, and all other words except such unimportant ones as articles, conjunctions, and prepositions.

b. Distinguish between proper names and nouns modified by words derived from proper names; as, *British Isles,* but *British islands; Chinese Republic,* but *Chinese immigrants; Westminster Abbey,* but *Westminster linen;* etc.

30. (*4*) **Names and Titles of the Deity.**—Begin with capitals the names and titles of the Deity, including the personal pronouns *he, his, him, thou, thy, thee.*

Wrong.—Thy kingdom come, thy will be done, etc.
Right.—Thy kingdom come, Thy will be done, etc.

31. (*5*) **Biblical Names.**—Names of the Bible and other sacred books, of the versions of the Bible, and of the books and divisions of the Bible and of other sacred books, are capitalized.

a. Adjectives derived from such names are not usually capitalized.

Right.—The *Scriptures,* the *Book of Books,* the *Koran,* the *King James Version,* the *Septuagint,* the *Old Testament,* the *Psalms, Judith,* the *Ten Commandments; biblical, scriptural, apochryphal.*

32. (*6*) **Titles of Honor, Respect, Office, or Profession.**—Begin titles of honor, respect, nobility, office, or profession with capitals; as, *Right Reverend R. H. Weller, Father Ryan, King George, President Taft, Ex-president Roosevelt, Professor Naylor,* etc.

a. Capitalize personal epithets when prefixed like

official titles before the names of individuals; as, *Aunt Martha, Farmer Watson, Brother Marsh,* etc.

b. When coming after the name, an official title other than that of a sovereign or a high government official is not usually capitalized; as, *J. T. Littleton, dean of the Woman's College; D. D. Peele, professor of English,* etc.

33. (*7*) **Names Distinguishing Nationality or Locality.**—Nouns and adjectives of distinct nationality or locality are written with capital letters; as, *German, Yankee, Creole, Hoosier,* the *Old World,* etc.

Exception.—The noun *negro* is not capitalized. This is not a discrimination against the colored race. It is due to the etymology of the word,—from the Latin *niger,* black.

34. (*8*) **Cardinal Points.**—Capitalize the names of the cardinal points when they are used as nouns or proper adjectives referring to definite sections of the country; otherwise a small letter is used.

Wrong.—There is no doubt that the south had a legal right to secede.

Right.—There is no doubt that the South had a legal right to secede.

35. (*9*) **Names of Festivals, etc.**—Begin the names of festivals, holidays, the days of the week, and the months of the year with capitals; as, *Pentecost, Easter, Labor Day, Thanksgiving, New Year's, Fourth of July,* etc.

36. (*10*) **Historical Documents, Epochs, etc.**—Documents, events, and epochs of recognized historical, literary, or geological importance are written with capital

letters; as, *Magna Charta, Boston Tea Party, Dark Ages, Renaissance, Pleistocene,* etc.

37. (*11*) **Expositions, Conventions, etc.**—The names of expositions, conventions, conferences, congresses, etc. are capitalized.

Right.—The Panama Exposition is to be held at San Francisco in 1915.

Right.—The Democratic Convention met at Baltimore in 1912.

Right.—The Hague Conference settled it for all time.

38. (*12*) **Clubs, Corporations, Political Parties, etc.**—Write with capitals the names of clubs, colleges, fraternities, corporations, political parties, religious denominations, commercial and industrial institutions, and organizations generally; as, *Riverview Country Club, Kappa Alpha Fraternity, United Steel Company, Democrat, Methodist, Jesuit,* etc.

39. (*13*) **Governmental Departments, etc.**—When specifically applied, the names of governmental departments and of administrative, judicial, and legislative bodies, and their branches, are written with capital letters; as, *Congress, Parliament, Reichstag, Bureau of Education, Supreme Court of the United States, Committee on Rivers and Harbors,* etc.

40. (*14*) **Ordinal Numbers.**—Ordinal numbers used to designate sessions of Congress, names of regiments, Egyptian dynasties, etc. are written with capital letters.

Right.—The Fifty-third Congress adjourned that day.

Right.—The Second Alabama Regiment was passing by.

Right.—During the Second Dynasty it must have occurred.

41. (*15*) **Names of Buildings, Squares, Parks, etc.**—Names of buildings, blocks, squares, parks, thoroughfares, etc. are capitalized; as, *Singer Building, Hunt Block, Trafalgar Square, Washington Park, Appian Way, North Shore Drive,* etc.

Exception.—Except in connection with the name of the place in which they are located, do not capitalize such general names as *court-house, high-school, library, post-office,* etc.

42. (*16*) **Solar Bodies.**—In astronomy the names of the bodies of the solar system, except *earth, moon, sun,* are capitalized; as, *Jupiter,* the *Great Bear,* the *Milky Way,* etc.

43. (*17*) **Proper Names in General.**—In general, capitalize any word or words when used to refer to or to distinguish a particular person, place, animal, or thing; as, *Queen Mab, Utopia, Rover, Nirvana, Angelus, Last Supper, Liberty Bell,* etc.

44. **Personified Objects.**—Capitalize abstract ideas and inanimate objects when strongly personified.

a. Considerable care should be exercised in the capitalization of personified nouns. In prose writing it is not in good taste to capitalize such nouns unless their personification would be unmistakable without the use of a capital. In poetry capitals are somewhat more freely used.

Right.—

> And others came—Desires and Adorations,
> Wingèd Persuasions and veiled Destinies,

Splendors, and Glooms, and glimmering Incarnations
Of hopes and fears, and twilight Fantasies;
And Sorrow, with her family of Sighs,
And Pleasure, blind with tears, led by the gleam
Of her own dying smile instead of eyes,
Came in slow pomp.—*Shelley.*

45. Independent Sentences Introduced by Colons.—When an independent sentence that would have full meaning when standing by itself is introduced by a colon, the first word is often capitalized.

Right.—My summary of him and his theories is this: He believes in government of himself, for himself, and by himself.

46. First Word of Tabular Items.—Begin with a capital letter the first word of each item of a series when the items are placed each on a separate line, or when they are distinctly marked by cardinal numbers and periods.

a. When setting down a list of items in tabular form, be careful that the relation of the items to the context and to each other is made entirely clear,—that the list, in the same manner as a quotation of verse (*see* 137), is set apart from the matter preceding and following it, that the first line of each item extends farther to the left than the other lines of that item, etc. *See* 132.

Wrong.—The different counts on which he was indicted were:

a. Destruction of documents that were necessary in the government's suit and were expected to prove both him and the company criminally negligent;
b. Perjury;
c. Misuse of the company's funds for a period of three years preceding his resignation as its attorney;

d. Jury bribing; any one of which would have been sufficient to convict him in any court in the country.

Right.—The different counts on which he was indicted were:

a. Destruction of documents that were necessary in the government's suit and were expected to prove both him and the company criminally negligent;

b. Perjury;

c. Misuse of the company's funds for a period of three years preceding his resignation as its attorney;

d. Jury bribing;

any one of which would have been sufficient to convict him in any court in the country.

b. When the items of a series are written, not in tabular form, but continuously on the same line or lines, better usage requires that they be marked by letters, or cardinal numbers, in parentheses, and that the first word of each item begin with a small letter.

Permissible.—The chief points that he touched were: 1. The effect of the parcels post on the country merchant; 2. Inter-urban railways; 3. Civic playgrounds; 4. The nickel theatre and its growing influence.

Right.—The chief points that he touched were: (1) the effect of the parcels post on the country merchant; (2) inter-urban railways; (3) civic playgrounds; and (4) the nickel theatre and its growing influence.

47. Pronoun I and Interjection O.—Write the pronoun *I* and the interjection *O* with capital letters.

a. The following distinctions in the prose usage (the rule does not hold in poetry) of the interjections *O* and *oh* should be noted: *oh* expresses deeper emotion than *O;* except at the beginning of a sentence, *oh* is writ-

ten with a small letter, *O* always with a capital; the former usually requires a comma or an exclamation-point after it, while the latter is seldom followed by any punctuation at all; and *oh* is used always by itself, while *O* serves only as a poetic or archaic sign of direct address, as in "I have brought him, O Agrippa".

Wrong.— I wonder, O I wonder where he is.
We have come before thee, Oh King.

Right.— I wonder, oh I wonder where he is.
We have come before thee, O King.
Oh, we had a fairly good time.
Oh! You scared me.

48. Prefixes "von", "de", etc.—Capitalize the prefixes *von, de, di, le, la,* etc. when not preceded by Christian name or title.

a. The continental practice, however, which regularly writes such prefixes with small letters, is followed by many American and English writers.

b. Exception.—In Dutch names "Van" is usually capitalized.

Permissible.—He quoted from de Quincey.
Right.—He quoted from De Quincey.

Wrong.—I had read Thomas De Quincey's *Confessions.*
Right.—I had read Thomas de Quincey's *Confessions.*

Wrong.—Stephen van Rensselaer was the founder of Rensselaer Polytechnic Institute.
Right.—Stephen Van Rensselaer was the founder of Rensselaer Polytechnic Institute.

49. Abbreviations of Academic Degrees and Honorary Titles.—Abbreviations of academic degrees and honorary titles are capitalized. (*See also* 91.)

Right.—Samuel Plantz, Ph.D., D.D., is president of Lawrence College.

Right.—"Her children first of more distinguish'd sort,
Who study Shakespeare at the Inns of Court,
Impale a glow-worm, or vertu profess,
Shine in the dignity of *F. R. S.*"—Pope.

50. "Sir" and "Madam" in Salutations.—Capitalize *Sir* and *Madam* in the salutations of letters.

Right.—*Mr. F. P. Young,*
Appleton, Wis.
DEAR SIR:

51. Broken Lines.—Begin with a capital letter the first word of the latter part of a broken line, as in the subscription of letters.

Right.—I am,
Yours very truly,
John Doe.

52. After "Whereas" and "Resolved" in Resolutions.—In resolutions the first word following such introductory words as *Whereas* and *Resolved* is capitalized. (*See also* 106.)

a. In resolutions for debate, if a comma—according to better usage—is placed after the *Resolved*, the word immediately following is not always capitalized.

Right.—*Whereas,* The students have . . . . and
Whereas, The faculty has . . . ; therefore be it
Resolved, That we most heartily endorse, etc.

Right.—*Resolved,* that the college summer vacation should be shortened.

53. In Botany and Zoology.—Capitalize the names

of classes, families, and genera in botany and zoology, but not the names of species unless derived from proper nouns.

Exception.—See 25, *Exception 3.*

54. **Caution.**—Avoid excessive capitalization.

a. Do not capitalize such words as *astronomy, athletics, college, convention, department, fraternity, history, measles, professor, rhetoric,* etc.

IV. THE PERIOD

55. **Imperative, Exclamatory, and Declarative Sentences.**—A period should be placed after imperative sentences, after sentences but slightly exclamatory, and after every complete declarative sentence not connected in a series. (*See also* 114.)

Right.—Do not forget to cultivate your mind and to enlarge your thought.

Right.—How much more joyfully one remembers his mother's turnovers than his father's.

Right.—It is stated that the proportion of unmarried women is growing larger in America every year.

56. **Abbreviations.**—Place a period after abbreviated words and after single or double initial letters representing single words; as, *Rev., Ph.D., LL.D., p.,* etc. (Concerning the use of abbreviations, *see* 194-199.)

Exception 1. The period is omitted after chemical symbols, the format of books, the phrase *per cent,* and the abbreviation for *manuscript* (*MS*); as, *NaCl, 8vo,* etc.

Exception 2. In technical writing a period is not

placed after the recognized initial abbreviations for the titles of familiar publications and well-known linguistic epochs; as, *OE* (*Old English*), *OHG* (*Old High German*), *EETS* (*Early English Text Society*), etc.

57. Roman Numerals.—A period is usually put after roman numerals.

a. There is a tendency now, however, to follow continental usage and omit altogether the period after a roman numeral.

Good.—James I, king of Scotland, died in 1437.

Right.—Henry VI. was the son of Catharine of France.

58. Decimal Numbers.—Place a period before decimal numbers that are written in figures, even if a whole number does not precede.

Right.—His rifle was a .44-inch calibre.

Right.—The amount that he received was only $13.81.

V. THE COLON

59. Between Independent Clauses.—A colon is placed between two independent clauses of a compound sentence when the second clause, by way of explaining the thought, adding an illustration, or repeating the same idea in other words, stands in some sort of apposition to the first.

a. If the second clause, however, is adversative or introduces any change or advance in thought, a colon is not used. *See* **65.**

Right.—There were an unusual number of excellent sites available in Henderson, which had been laid out, as Ralph once remarked, with an eye for beauty: a knoll overlook-

ing the north stretch of the river; Hanson's Hill to the west of the town; and, best of all, two double lots facing the city park.

Right.—The dare in the eyes of the leading lady suddenly began to fade: a footstep was sounding down the hall.

Right.—His prayer for justice was respected: they swung him up immediately.

60. Formal Quotations.—A colon is used to introduce a formal quotation. (*See also* 24 and 98.)

Right.—The writer also makes this statement: "There is every reason to believe that this disease plays a larger part in the production of idiocy than has hitherto been admitted by writers on insanity."

61. Formal Enumerations.—A formal enumeration of particulars is introduced by a colon. (*See also* 46 and 67.)

a. Such enumerations are usually preceded by words and phrases like *says, thus, for instance, the following,* etc. Often, however, such words and phrases are merely implied, the colon taking their place.

b. Caution. — Note that no punctuation at all is needed before a simple, informal list of particulars.

Wrong.—He has correlated all his material into four general rules; first, develop your ability; second, develop your reliability; third, develop your endurance; fourth develop your action.

Right.—He has correlated all his material into four general rules: first, develop your ability; second develop your reliability; third, develop your endurance; fourth develop your action.

Right.—The members of the English faculty are the presi-

dent of the college, an assistant professor, and a theme reader.

Right.—There are three members of the English faculty, as follows: first, the president of the college who does little or no teaching at all; second, an assistant professor, on whom the entire burden of responsibility for the department rests; and, third, a theme reader who does all the drudgery.

62. After Salutations.—A colon is placed after the salutation in formal letters and after the salutatory remark of a speaker when addressing the chairman or his audience. (*See also* **105.**)

a. There is no need of a dash after the colon. A dash merely requires an additional amount of the writer's time without adding to the clearness or the precision of the salutation.

Right.—The Pettibone-Peabody Co.,
Appleton, Wis.

DEAR SIRS:

Right.—Mr. Chairman, Ladies and Gentlemen:

63. In Biblical References and Time Indications.—A colon is placed between chapter and verse in biblical references and between hours and minutes in time indications.

Right.—Luke 3: 7-15.

Right.—The boat sails at 10:30 A. M.

64. General Usage.—In general, a colon is placed after any word, phrase, or clause that is used to introduce formally an addition of any kind.

VI. THE SEMICOLON

65. Between Independent Clauses.—A semicolon is used to separate the independent clauses of a compound sentence when they are loosely connected, especially when a sharp change or advance in thought is made by the second clause (no connective being used), or when the later clause is joined without *and, but, for,* or *or* to the first clause by such conjunctions as *accordingly, besides, hence, however, moreover, nevertheless, now, so, then, therefore, thus, yet,* etc. (*See also* **59, 72.**)

"In nearly all such cases," says Newcomer, "it is possible to use a period, but a nice discrimination of relations would be sacrificed thereby."[1]

Wrong.—Little four-year-old waiters take the knives and forks and spoons and distribute them in the different places, they even carry trays holding as many as five water-glasses.

Right.—Little four-year-old waiters take the knives and forks and spoons and distribute them in the different places; they even carry trays holding as many as five water-glasses.

Wrong.—Before, in his revolt, he had come against a college tradition, now he found himself face to face with the problem of meeting social prejudice.

Right.—Before, in his revolt, he had come against a college tradition; now he found himself face to face with the problem of meeting social prejudice.

66. Before "namely", "viz", etc.—A semicolon is placed before such words as *namely, as, that is, e. g., viz.,*

1. *Elements of Rhetoric,* pp. 269-70.

etc. when introducing an example or an illustration. (*See also* 96.)

Right.—A pronoun is a word used instead of a noun; as, *he, she, them.*

67. In a Formal Enumeration of Particulars.—A semicolon is used to separate the larger groups of a formal enumeration of particulars that has been introduced by a colon. (*See also* 46 and 61.)

Wrong.—The chief points that he brought out were: (1) he was essentially honest, (2) he was full of bitter loyalty to his party, for which he had worked all his life, and (3) he was not responsible for the new outbreak of sentiment in the country.

Right.—The chief points that he brought out were: (1) he was essentially honest; (2) he was full of bitter loyalty to his party, for which he had worked all his life; and (3) he was not responsible for the new outbreak of sentiment in the country.

68. Instead of Commas.—A semicolon is used in a simple sentence to separate clauses and phrases that are in the same construction, but which are so broken by commas as to need some other sort of punctuation to keep the larger phrase- or clause-relations clear.

a. It is evident that the semicolon in this instance performs the proper function of the comma and that its use thus is justified only by reason of the fact that it marks clearly the major divisions of the sentence or clause by avoiding confusion with commas that are performing other offices.

Wrong.—The room was dim with the delicious steam of candied apples and quinces, almost crystalline because of

long cooking, creamy, yellow custards that one likes to bite and feel melt away in the mouth, spiced dainties, pungent yet mild, and immense cakes heavy with fruit and nuts.

Right.—The room was dim with the delicious steam of candied apples and quinces, almost crystalline because of long cooking; creamy, yellow custards that one likes to bite and feel melt away in the mouth; spiced dainties, pungent yet mild; and immense cakes heavy with fruit and nuts.

69. In a Long Series of Clauses.—A semicolon is used to separate the members of a long series of clauses or phrases that have a common dependence on some other clause, phrase, or word.

Right.—Because the summer vacation affords an opportunity for both students and teachers to obtain a much needed rest; because little profitable study can be done by growing boys and girls during the hot summer months of June, July, and August; because many teachers need extra study, which can be obtained only during the summer vacation; because many students are compelled to earn their way through school, and a shortening of the vacation would necessitate their leaving college; I therefore maintain that the college summer vacation should not be shortened.

70. After "Yes" and "No".—A semicolon is put after *yes* and *no* when they do not serve as introductory words to the sentences before which they stand, the sentences that they would normally introduce having been omitted entirely. (*See also* **95.**)

Right.—Yes; and she gives such costly presents that one cannot give a little remembrance in return.

71. **Caution.**—Do not use a semicolon between the members of a simple or complex sentence except in accordance with rules 67, 68, and 69.

Wrong.—If the men who favor the motion will make a careful canvass of the club; they will find that a majority of the members are in favor of the old rule.

Right.—If the men who favor the motion will make a careful canvass of the club, they will find that a majority of the members are in favor of the old rule.

Wrong.—Though some thought that there was no harm in giving him a chance at the chairmanship; others believed that he should have subordinated his ambition to that of the senator whose delegate he was chosen to be.

Right.—Though some thought that there was no harm in giving him a chance at the chairmanship, others believed that he should have subordinated his ambition to that of the senator whose delegate he was chosen to be.

VII. THE COMMA

72. **Between Independent Clauses.**—A comma is used to separate the independent clauses of a compound sentence when short and closely connected.

a. It should be noted that such independent clauses are practically always connected by conjunctions. It is permissible, though not advisable, to separate by commas clauses that are not connected by conjunctions, when such clauses are short, have no commas within themselves, and are closely parallel in construction and in thought. But except for such rare cases as these, the use of a comma to separate two grammatically complete, independent clauses not joined by a conjunction is an inexcusable rhetorical error. *See* 65.

Permissible.—I came, I saw, I conquered.

Permissible.—He toiled for his family, he toiled for his friends, he toiled for the world at large.

Wrong.—Laws that ran counter to the customs and habits of the people were made the subject of ridicule, they were termed "scarecrow" laws.

Right.—Laws that ran counter to the customs and habits of the people were made the subject of ridicule; they were termed "scarecrow" laws.

Wrong.—He determined that his children should be students, thus he might walk by proxy in the Elysian fields of liberal learning.

Right.—He determined that his children should be students; thus he might walk by proxy in the Elysian fields of liberal learning.

73. Transposed Words, Phrases, and Clauses.—Transposed words, phrases, and clauses are set off by commas, unless the construction is entirely clear without the punctuation.

Wrong.—In order to do this work must be begun early.

Right.—In order to do this, work must be begun early.

Wrong.—Further I may say that she is aware of the honor that has been done her.

Right.—Further, I may say that she is aware of the honor that has been done her.

74. Words, Phrases, and Clauses in a Series.—The members of a series of two or more words, phrases, or clauses standing in the same relation and not connected by conjunctions, are separated by commas.

Right.—She was tall, beautiful, well dressed, condescending.

75. Modifying Adjectives.—When the series is one of modifying adjectives, care should be taken that the adjectives are coordinate in value; that is, that one adjective does not modify another adjective as well as the following noun.

Right.—A dark, blue mountain towered before us.
Right.—A dark blue mountain towered before us.

Right.—She was wearing a bright, red dress.
Right.—She was wearing a bright red dress.

76. A Comma before the Conjunction in a Series.—If in a series of three or more words, phrases, or clauses only the last two members are joined by a conjunction, the comma is inserted before the conjunction just as if there were no connective.

a. This is done to prevent the last two members from seeming to be a single unit in the series.

Not good.—He took it, looked at it and opened it.
Right.—He took it, looked at it, and opened it.

Wrong.—Those who were first to send telegrams of congratulation to Mr. Wilson were Champ Clark, Underwood, Mann of Virginia, Harmon, Dix of New York, Bryan and Tillman of South Carolina.

Right.—Those who were first to send telegrams of congratulation to Mr. Wilson were Champ Clark, Underwood, Mann of Virginia, Harmon, Dix of New York, Bryan, and Tillman of South Carolina.

77. Comma Omitted before the Conjunction.—When a conjunction is placed between all of the members of a series, the comma is usually omitted, though it is

sometimes used in order to give emphasis to each separate member.

Right.—At last he had found comfort, and rest, and silence.

78. Caution.—When a series of words, phrases, or clauses forms the subject of a sentence, a comma is not placed after the last member of the series.

Wrong.—Red, white, blue, and green, were the prevailing colors.

Right.—Red, white, blue, and green were the prevailing colors.

79. Words and Phrases in Pairs.—Words and phrases arranged in pairs are separated by commas.

Right.—Working or playing, standing or sitting, in town or in the country, he was always up to some mischief.

80. Non-restrictive Modifiers.—Non-restrictive or explanatory modifiers are set off by commas.

a. Restrictive modifiers are not normally separated from the words modified by any marks of punctuation.

81. Difficulty with Restrictive and Non-restrictive Modifiers.—Restrictive and non-restrictive modifiers—words, phrases, and clauses—are usually difficult to grasp and, hence, to punctuate; so it may be worth while taking time to name at some length the more important non-restrictive modifiers.

82. (*1*) **Relative Clauses.**—Non-restrictive or explanatory relative clauses are set off by commas.

Right.—He took us to see a house that he had bought the day before. (Restrictive)

Right.—He took us to see his room, which we found sadly in need of cleaning. (Non-restrictive)

83 (*2*) **Dependent Adverbial Clauses.** — Non-restrictive adverbial clauses are set off by commas; and even restrictive adverbial clauses, when preceding the independent clauses, are set apart by commas.

Right.—I watched while he continued the search. (Restrictive)

Right.—I watched in terror, while he continued the search as if he were unconscious of any danger. (Non-restrictive)

Right.—He was on the point of leaving when I met him. (Restrictive)

Right.—When I met him, he was on the point of leaving.

84. (*3*) **Adjective Modifiers.** — Non-restrictive adjectives and participial modifiers are set off by commas.

Right.—The old and dilapidated house had been deserted for years. (Restrictive)

Right.—The house, old and dilapidated, had been deserted for years. (Non-restrictive)

Right.—We saw him giving up his seat in the first boat. (Restrictive)

Right.—Giving up his seat in the first boat, he came and stood by us. (Non-restrictive)

85. (*4*) **Parenthetic Expressions.**—Set off by commas parenthetic words, phrases, and clauses, whether used at the beginning, middle, or end of a sentence.

a. This rule, necessarily inclusive and vague, is easily abused. Many parenthetic words and phrases are abrupt and plainly parenthetical, and should evidently be set off by commas, but others interrupt the flow of the thought so slightly that no punctuation of any kind is

needed. Hence great care should be exercised in following the rule. When in doubt omit the punctuation.

b. If a parenthetic expression occurs in a phrase or clause that is already separated from the rest of the sentence by commas, or if the expression is decidedly in the nature of an aside, parentheses or dashes, instead of commas, may be used to set the expression off from the remainder of the sentence. *See* 117 and 131.

c. On the contrary, a parenthetic expression occurring within a parenthetic expression that is already marked by dashes, is set off by commas.

Right.—He firmly believes, as do many others, that a boy can read with enjoyment this simple classic page.

Right.—For the most loftily renowned of writers have made slips—slips, indeed, which might be forgiven, but not justified,—and they have wished greatly in after years that they might change them.

The following seven rules really come under 85, but for the sake of added clearness may be mentioned separately:—

86. (*a*) **Appositives.**—Non-restrictive appositional words and phrases, including those introduced by *or,* are set off by commas.

a. In the case of informal apposition, a comma is usually put before the dash introducing the appositive word, phrase, or clause. (*See* 121.)

Right.—William the Silent died in 1702. (Restrictive)

Right.—William Henderson, the so-called silent barber, is the most popular tonsorial artist in town. (Non-restrictive)

Right.—"Politics, or the science of lying," said he unjustly, "is one of the causes of our lack of legislation." (Non-restrictive)

b. Exception 1. Commas are omitted from reflexive or indefinite pronouns that are joined to nouns or to other pronouns, and from appositive words or expressions that are necessary to complete the sense of the words or phrases with which they stand in apposition.

Right.—The judge himself seemed dismayed.

Right.—Somebody else confessed to the crime.

Right.—The steamer *Elgin* arrived first.

c. Exception 2. In appositives like the italicized expressions below, the custom is growing among publishers to indicate the apposition by italics instead of commas (*see* 159):

Right.—The adjective *principal* is often confused with the noun *principle.*

Right.—In expressions like *whether of them twain* we have examples of the use of the old interrogative pronoun *whether.*

87. (*b*) **Contrasted Negative Words and Phrases.**—Contrasted negative words and phrases are separated by commas.

Right.—Hard work, not genius, is the stuff of which success is made.

88. (*c*) **Modifying Words in Separate Phrases or Clauses.**—When two or more coordinate phrases or clauses possess in common a word that is modified or governed by a different word in each phrase or clause, they are separated by commas.

Right.—He would have led us away from, rather than toward, the street for which we were looking.

89. (*d*) **Vocatives.**—Words used in direct address are set off by commas.

Right.—Marriage, little girl, is a lottery in which men stake their liberty and women their happiness.

90. (*e*) **Explanatory Dates and Geographical Names.**—A date explaining a previous date, or a geographical name explaining a preceding name, is set off by commas.

Right.—Wilbur Wright, inventor of the airship, died May 30, 1912, at Dayton, Ohio.

Right.—Chicago, Illinois, is the second largest city in the United States.

91. (*f*) **Academic and Honorary Titles.**—Academic and honorary titles are separated from proper names and from each other by commas.

Right.—Reverend A. O. Barclay, D.D., LL.D., was president of the college.

92. (*g*) **Surname followed by Initials.**—A comma is placed after a surname when followed immediately by the given name or the initials.

Right.—"Smith, E. M.," said the professor, "you may recite first."

93. **Absolute Construction.** — Participial phrases when used in the absolute construction are set off by commas.

Right.—This being the last time she had heard from him, she was naturally very much uneasy.

94. **Adverbs and Adverbial Phrases.**—Commas are used to set off adverbs and adverbial phrases when modifying, not a single word, but an entire clause or sentence and filling the office of a conjunction.

a. *However, indeed, mŏreover,* the illative *then,* the concessive *now,* etc. are some of the adverbs that are thus set off by commas.

b. There is considerable divergence in practice here. When the sentence is short, or when the adverb is felt to be intimately connected with the thought of the clause or sentence, the commas are omitted; and often the mere position of the adverb determines the insertion or the omission of the punctuation.

Right.—The question had therefore resolved itself into a matter of the veracity of the two men.

Right.—The question, therefore, had resolved itself into a matter of the veracity of the two men.

Right.—In the first place, let me say that I object to having sectarianism injected into the argument.

95. After "Yes", "No", "Well", "Why", etc.—A comma is placed after such introductory words as *yes, no, well, why,* etc. (*See also* 70.)

Wrong.—Yes I myself believe that he was in the wrong.

Right.—Yes, I myself believe that he was in the wrong.

96. After "namely", "that is", "i. e.", etc.—A comma is placed after *namely, viz., that is, i. e., as, e. g.,* etc., when introducing an example or an illustration. (*See also* 66.)

Wrong.—I had watched him anxiously all the year for two reasŏns; namely because I knew he was interested in the team and because I thought that he would be willing to help us.

Right.—I had watched him anxiously all the year for two reasons; namely, because I knew he was interested in the team and because I thought that he would be willing to help us.

97. After Interjections.—Interjections that are but slightly exclamatory are followed by commas. (*See also* 112.)

Wrong.—Oh! We had a fairly enjoyable trip.
Right.—Oh, we had a fairly enjoyable trip.

98. Before Short Quotations and Maxims.—Short informal quotations, maxims, and similar expressions are introduced by commas.

a. But if the informal quotation or maxim is grammatically connected with the rest of the sentence, the comma is omitted. (*See* 24 *a.*)

Wrong.—With Browning I exclaim "The best is yet to be".
Right.—With Browning I exclaim, "The best is yet to be".

Wrong.—I can truly say that, "my lines have fallen in pleasant places".
Right.—I can truly say that "my lines have fallen in pleasant places".

Wrong.—The proverb that he quoted was He learned the luxury of doing good.
Right.—The proverb that he quoted was, He learned the luxury of doing good.

99. Words Repeated for Emphasis.—Words repeated for the sake of emphasis are separated by commas.

Right.—Gold, gold, gold is the key that opens our doors in these modern days.

100. To Indicate the Omission of Words.—A comma is used to indicate the omission of one or more words from a sentence.

a. Often, however, such constructions are smooth enough not to require commas.

Right.—To eat is human; to sleep, divine.

Right.—His first utterance was followed by cheers, his second by hisses.

101. After the Subject of a Sentence.—A comma is placed after a subject that ends in a verb, or is long and complex, or one that is made up of several parts which are themselves separated by commas.

Right.—One of the largest wildcats ever seen in that vicinity and the first one of any size that has been caught near Waukesha for some time, was captured by a farmer east of the town.

102. Before "that".—A comma is sometimes put before *that,* to prevent the reader from mistaking the word *that* for a pronoun, or to serve as a warning of several *that*-clauses to come.

a. Between verbs of saying, thinking, etc. and *that* a comma is no longer inserted.

Right.—Then for the first time he pointed out, that good work depends on the condition in which one keeps one's body.

Right.—It may interest others besides naturalists to state, that all of these birds occupied the southern limits of the channel, that they had finished nesting some weeks before our arrival, that they were still plentiful in that section, but that none of them were to be found more than fifty miles farther north.

Wrong.—He was very wrong in supposing, that she would accept his attentions under such circumstances.

Right.—He was very wrong in supposing that she would accept his attentions under such circumstances.

103. Before or After Certain Words.—A comma is

placed before or after certain words, especially adverbs, conjunctions, and prepositions, to distinguish them from the same words used as different parts of speech, or to indicate readily their precise relation to the rest of the sentence.

Right.—Beyond, the hills were robed in a smoky blue.

Right.—In the room were about sixty benches, and two stately chairs for the preachers.

104. In Large Numbers.—Commas are used to separate large numbers of 1,000 or more into groups of three figures each.

a. Exception.—The comma is omitted in street, telephone, and automobile numbers, dates, etc.

Right.—The population of the United States, according to the census of 1910, was 93,402,151.

Right.—His address is 4315 Chicago Avenue.

105. After the Salutation in Letters.—A comma is placed after the salutation in personal letters. (*See also* 62.)

Right.—*Mr. A. N. Alford,*
Columbus, Ohio.
DEAR ANDREW,

106. After "Resolved" and "Whereas" in Resolution.—A comma is put in resolutions after such introductory words as *Resolved, Whereas,* etc. (*See also* 52.)

Right.—*Resolved,* that women should be given the right of suffrage.

107. General Usage.—In general, commas are used to indicate any distinct pauses in sentences, except such pauses as require other marks of punctuation.

108. Caution.—Be careful not to use commas except where they are a distinct necessity. Guard against over-punctuation. The modern tendency is to omit commas unless they are necessary to the sense or to indicate a definite pause in the reading.

VIII. THE INTERROGATION-POINT

109. After Questions.—An interrogation-point is placed after every complete question, even though the sentence may be written in the declarative form.

a. When a compound interrogative sentence is made up of separate independent questions or interrogative words, an interrogation-point is put after each separate query.

b. Caution.—An interrogation-point should not be placed after an indirect question.

Right.—What would you have done if you had been in his place?

Right.—You say you take cream in your coffee?

Right.—But what of his father? or his sister? or his invalid mother? or of his possible future?

Right.—She asked whether he had been invited.

110. After an Interrogative Part of a Sentence.—An interrogation-point is sometimes put only after the interrogative part of a sentence, when the entire sentence is long and not altogether interrogative.

Right.—Could he be dreaming of wealth?—seeing that his soul was wrapped up in her, that he had never known want, and that he had no care for gold.

111. In Parentheses. — An interrogation-point is

often put in parentheses after a date or a word to express doubt concerning the truth or accuracy of the word or date. (*See* 133.)

Right.—Chaucer was born in 1340(?).

IX. THE EXCLAMATION-POINT

112. After Interjections and Exclamatory Phrases and Clauses.—An exclamation-point is placed after interjections and exclamatory phrases and clauses that express strong emotion.

a. Care should be exercised in using the exclamation-point. It is not needed after every interjection or after every exclamatory sentence, but only after those expressing strong emotion. (*See* 55 and 97)

Right.—"Ouch! Oh! I say, stop, please," he begged of us at last.

113. To Express Doubt or Sarcasm.—The exclamation-point is frequently used to express doubt or sarcasm.

Right.—That man a Democrat!

Right.—Lindell a church member!

114. After Imperative and Declarative Sentences.—An exclamation-point is often put after an imperative sentence to express a strong command, or after a declarative sentence to express surprise at, or to lay emphasis on, the truth of the fact stated.

a. This usage is generally ignored, or else condemned, by rhetoricians, but the fact that it is good usage cannot be denied. Literature is replete with it. Great

care, however, should be exercised by the beginner in following this rule. The following illustrations are taken from *A Life for a Life,* by Mr. Robert Herrick, himself a professor of English in the University of Chicago and joint author of *Composition and Rhetoric for Schools*:

Right.—"'Come!' she said, passing."

Right.—"His woman of the snows had slept and awakened—thus!"

Right.—"'For now I know', she said softly, 'what it is to lose all!'"

X. THE DASH

115. To Mark a Sudden Break in the Thought.—A dash is used to mark a sudden suspension of the thought or a violent break in the construction of the sentence.

a. If the sentence is left unfinished, a dash only (no period) is placed after it, and the next sentence begins with a capital letter.

Right.—"You mean— What do you mean?" he asked.

116. Parenthetic Expressions.—Dashes are used to set off parenthetic phrases and clauses that are too much detached from the main thought of the sentence to be marked by commas and yet are too closely connected to be enclosed in parentheses. (*See* **85, 129.**)

a. Dashes thus used, constitute what is known as the double dash. A comma is placed before each dash only when the sentence would normally require such punctuation were there no parenthetic clause present.

Right.—"Although the solid flesh of his face was lined with

in fiction, who are known as well by their nicknames as by their proper names.

Not good.—"Teddy" Roosevelt; "Doc Sammy"; etc.
Right.—Teddy Roosevelt; Doc Sammy; etc.

155. Titles of Themes.—Unless the title of a theme is a quotation, do not use quotation-marks to enclose the title.

XIII. ITALICS

156. Magazines, Newspapers, and Ships.—Italics are used to distinguish the names of magazines, newspapers, and ships. *See* table, p. 59.

a. Italics are also used to indicate the titles of books, plays, and musical compositions—and the learned journals favor this usage,—but the preponderance of usage is still in favor of quotation-marks. *See* **150.**

Right.—Copies of the *Atlantic Monthly* and the *Appleton* (Wisconsin) *Post* were on the table before him.
Right.—The *Titantic* sank on April 15, 1912.

157. Side-heads and Paragraph Titles.—Italics are used to mark side-heads and the titles of sections and paragraphs.

Right.—*Compare* **142** and the illustration given there.

158. Foreign Words. — Unnaturalized foreign words are italicized.

Exception 1. Foreign institutions or places and foreign titles preceding names are not italicized; as, "The German Reichstag", "Rue de Rivoli", "Champs Élysées", "Pere Lafitau", etc.

Exception 2. Anglicized foreign words are not italicized even though they may retain the pronunciation of

the original language. Such words are: aide-de-camp, attaché, bas-relief, bona fide, bric-à-brac, café, chauffeur, confrère, data, debris, début, décolleté, dénouement, doctrinaire, élite, ennui, entrée, ex officio, exposè, façade, facsimile, fête, habeas corpus, habitué, literati, litterateur, massage, matinée, mêlée, menu, naïve, née, nom de plume, per annum, per capita, per cent, post-mortem, prima facie, protégé, pro tem[pore], questionnaire, rendezvous, résumé, reveille, rôle, savant, sobriquet, soirée, umlaut, tête-à-tête, versus, via, vice versa.

Right.—His *pseudo* studious habits were a joke while he was in college.

Right.—"Charles Egbert Craddock" is the nom de plume of Miss Mary N. Murfree.

159. For Emphasis.—Italics are used to lay stress upon a word when special emphasis upon it is necessary, or when the word is used, not to convey the idea or image that it normally conveys, but *as a word* simply.

Caution.—Avoid italicizing words for emphasis. Do not use italics to stress a word or phrase unless there is an especially good reason for doing so. The abuse of italics for unnecessary emphasis on words is one of the commonest faults among young writers.

Right.—Compare *"as a word"* in this rule.

Wrong.—It is rum, *rum alone,* that is causing these evils.

Right.—It is rum, rum alone, that is causing these evils.

Right.—Such words as *enthuse* and *alright* have been trying to get into good usage for years.

160. "Whereas" and "Resolved" in Resolutions.—In resolutions the words *Whereas* and *Resolved* are italicized.

Right.—*See* illustration following **52**.

161. "To be Continued", "Concluded", etc.—The words *Continued, To be Concluded,* etc. after headlines and titles and at the end of articles, are italicized.

Right.—THE CHURCH AND ITS CRITICS—*Concluded.*

XIV. THE APOSTROPHE

162. Possessive Case.—The apostrophe is used to indicate the possessive case.

163. Possessive Case Singular.—The possessive case singular is regularly indicated by the apostrophe and *s,* even though the noun may end with two *s's.*

Exception.—In order to avoid excessive sibilance, the *s* is sometimes omitted after nouns ending in an *s*-sound.

Right.—Burns's poems were easily the most popular with them.

Right.—Furness's edition is the authorative one.

Right.—The name of Ulysses' son was Telemachus.

Right.—For conscience' sake he did it.

164. Possessive Case Plural.—When the plural of a noun ends in *s,* the plural possessive is formed by adding the apostrophe alone to the nominative plural. But if the plural does not end in *s,* the apostrophe and *s* are added to indicate the possessive case plural.

Right.—Boys' shoes, not men's, are included in the sale.

165. Possessive Case of Appositive Nouns.—The possessive case of appositive nouns is indicated by placing the apostrophe and the *s* after the noun nearest the object possessed.

Right.—He was riding in Dr. Reid, the physician's, motor.

166. Double Possessive.—Except in the case of possessive pronouns (*see* 168), the apostrophe and the *s* are used to indicate what is sometimes called the *double possessive.*

Right.—She is a friend of Alice's.
Right.—They are friends of ours.

167. Other Possessives.—It is often awkward, but sometimes necessary nevertheless, to indicate the possessive case of a noun that is immediately followed by a prepositional phrase, or to indicate the possessive case of two or more nouns in the same construction, each of which, however, possesses the object conjointly with the others. In such cases the apostrophe and the *s* are placed after the last noun.

Right.—He was riding in the congressman from Mississippi's automobile.
Right.—Henderson and Burns's *Elementary Grammar* is used.

168. Possessive Pronouns.—Possessive pronouns do not take the apostrophe, though the possessive case of the pronominal adjectives *one* and *other* is indicated by the apostrophe and the *s*.

Right.—Hers, its, theirs, yours, ours; but *another's, other's, one's.*

169. Omission of Letters or Figures.—The apostrophe is used to indicate the omission of one or more letters from a word or of one or more figures from a date.

Right.—"She hasn't learned to spell her name yet," he said.
Right.—They were both members of the class of '61.

170. Plurals of Figures, Letters, and Words.—The apostrophe is used with an *s* to indicate the plural of figures and letters, and of words when used as words only.

Right.—Your *2's* look like small *a's*.

Right.—The sentence has too many *and's* in it.

171. Past Tense of Coined Verbs.—An apostrophe is used before a *d* to indicate the past tense of coined verbs.

Right.—To be thee'd and thou'd thus was an unusual experience in my daily life.

XV. THE HYPHEN

172. Compound Words.—A hyphen is put between the members of a compound word.

a. There is much room here for individual opinion, for authorities differ widely as to what words should be written separately, what with a hyphen, and what solid. We find both *associate-professor* and *associate professor, school room* and *schoolroom,* and even *to-day* and *today*. Indeed, one may say with considerable positiveness that there is little uniformity of usage at all. When in doubt the writer should consult a good unabridged dictionary, the pocket dictionaries usually being useless on these points. (Note, however, that in the dictionaries a hyphen inserted does not always mean a compound word. *Webster's Dictionary* uses a small, faint hyphen to denote syllables and a large, black hyphen to denote compounds, while the *Standard* uses the German hyphen (=) to indicate compounds.)

b. But, when in doubt, and in lieu of a better authority, one may often trust to pronunciation and his own ear

as to how to write a word. We usually give but one primary stress to a word. Even so long a word as *groceryman* has but one strongly accented syllable. Therefore, if each of the members of a possible compound word remains distinct enough to require a definite emphasis of its own, the two words should be written separately; as, *black board* but *blackboard, tableware* but *table manners,* etc.

c. The following general suggestions governing the hyphenation of compound words, however, may be offered:—

173. **Compound Numbers Spelt Out.**—Compound numbers between twenty and a hundred, when spelt out, should be hyphenated; as, *twenty-one, eighty-four,* etc.

174. **Fractional Adjectives.**—A hyphen is placed between fractional adjectives, but not between simple fractions.

Right.—He won by three-fourths majority.

Right.—Three fourths of the votes were cast for him.

175. **Compound Adjectives.**—A hyphen is placed between any two or more words that are compounded into a modifying adjective preceding a noun; as, *sea-shouldering, hand-made, silver-white, sky-blue, heaven-sent,* etc.

Exception.—When a modifying adjective or participle is preceded by an adverb ending in *-ly,* the hyphen is omitted; as, *highly educated women, strictly honest men,* etc.

176. **Compound Nouns.**—The following compound nouns are hyphenated:—

a. A noun made up of two nouns whose compound-

ing into one is the result of mere ellipsis and an inversion of a phrase containing those two words; as, *letter-file* (= a place where letters are filed away), *oil-can, bell-boy,* etc.

b. A noun made up of two nouns, one of which modifies the other, and which together form a word with a different meaning from each; as, *feather-edge, news-stand, labor-union,* etc.

c. A noun compounded of a present participle and a noun, and with a meaning different from either of the two words taken separately; as, *dining-room, looking-glass, putting-green,* etc.

d. A noun made up of a present participle and a preposition that does not govern a following noun; as, *laying-on, taking-off,* etc.

177. **Hyphenated Prefixes.**—Words compounded with the following prefixes are usually hyphenated: *father-, mother-, brother-, sister-, parent-, great-, foster-, fellow-, by-, ex-, life-, half-, quarter-, non-, lieutenant-, vice-, ultra-, quasi-, self-, world-.*

Right.—Father-in-law, mother-queen, brother-love, sister-hook, parent-cells, great-grandfather, foster-child, fellow-man, by-product, ex-president, life-size, half-dollar, quarter-sawed, non-communicant, lieutenant-general, vice-admiral, ultra-religious, quasi-historical, self-centered, world-power.

178. **Prefixes Written Solid.**—Words compounded with the following prefixes are usually written solid: *a-, ante-, anti-, bi-, demi-, in-, inter-, intra-, over-, post-, sub-, super-, tri-, un-.*

Right.—Aback, antediluvian, antifat, biweekly, demigod, insincere, international, intramembranous, overlook, postdate, submarine, supernatural, tricolor, unnatural.

179. **Hyphenated Suffixes.**—The following suffixes are usually hyphenated: *-dealer, -elect, -god, -general, -maker.*

Right.—Furniture-dealer, president-elect, sun-god, postmaster-general, book-maker.

180. **Varying Suffixes.**—Variation in the use of the following suffixes should be noted:—

a. Compounds of *-store* are hyphenated when the prefixed word is made up of only one syllable; otherwise the hyphen is omitted; as, *book-store, grocery store.*

b. Compounds of *-fold* and *-skin* with words of one syllable are written solid; with words of two or more syllables they are written as separate words; as, *twofold, forty fold, pigskin, alligator skin.*

c. Compounds of *-like* with words not ending in *l* are written solid; but if the prefixed word ends in *l*, the compound is hyphenated; as, *godlike, businesslike, girl-like.*

d. Monosyllables compounded with *-book, -house, -mill, -room, and -work* as suffixes are usually written solid; dissyllables compounded with these suffixes are generally hyphenated; trisyllables and polysyllables preceding them are written separately; as, *handbook, pocket-book, reference book, poorhouse, power-house, furniture house, sawmill, coffee-mill, cannon-ball mill, bedroom, lecture-room, commercial room, handwork, metal-work, tessellated work.*

181. **Compounds of Abnormally Associated Words.**—A hyphen is placed between any two words abnormally associated for the sake of producing a single sentence element; as, *safety-valve, sense-perception, bas-relief,* etc.

182. **General Usage Concerning Compounds.**—In general, a hyphen is placed between any two or more words when the insertion of the hyphen will give the newly compounded word a different meaning, or when the hyphen is necessary to make the word perform the function of a single element in the sentence; as, *poor box and poor-box, drawing room and drawing-room,* etc.

183. **Hyphenated Words.**—The following words should be hyphenated:—

bay-window	letter-head	school-teacher
birth-rate	man-of-war	sea-level
blood-relation	mail-box	so-called (*adj*)
cross-examine	new-comer	stand-by (*n*)
cross-reference	note-paper	subject-matter
death-rate	object-lesson	title-page
every-day (*adj*)	oil-cloth	to-day
feast-day	one-horse (*adj*)	to-morrow
folk-song	page-proof	to-night
food-stuff	pay-roll	trade-mark
foot-note	postage-stamp	well-being
gas-light	post-card	well-nigh
good-bye	post-office	wide-spread
guinea-pig	school-boy	will-power

184. **Words Written Solid.**—The following words should be written solid:—

already (*adv*)	anything	cannot
although	anyway	childhood
altogether	anywhere	classmate
anybody	baseball	coeducation
anyhow	birthday	daybreak
anyone	blacksmith	earthenware

everybody
everyone
everything
everywhere
expressman
facsimile
farewell
fireproof
foolscap
football
foreman
forever
gateman
greenhouse
groceryman
hardware
herein
hereupon
herewith
herself
himself
hitherto
hundredweight
inasmuch
inside
instead
itself
juryman
landlady
landowner
laundryman
lawsuit
lookout
lumberman
maybe(*adv*)
meantime
midnight
misprint
misspell
moreover
motorman
myself
nevertheless
newsboy
newspaper
nickname
nobody
northeast
noteworthy
nothing
nowadays
nowhere
notwithstanding
nowise
oftentimes
oneself
outburst
outdo
outgoing
outset
outside
outsider
outstretch
sometimes
pasteboard
postman
postmaster
postmistress
praiseworthy
railroad
reinvest
rewrite
saleslady
salesman
saleswoman
shirtwaist
sidewalk
silverware
sixpence
somebody
somehow
something
sometime
someway
somewhat
somewhere
southeast
spendthrift
staircase
straightforward
surname
tableware
taxicab
taxpayer
textbook
thereabouts
thereafter
thereat
therefor
therefore
therein
thereto

thereupon	watermelon	whichever
therewith	whenever	whoever
threescore	whereabouts	without
together	whereas	withstand
tradesman	wherefore	workshop
typewriter	whereof	yourself
upbuild	wherever	zoology

185. Words Written Separately.—Write the following as separate words:—

all right	good morning	per cent
a while (*n*)	in order	postal card
down town (*adv*)	near by (*adv*)	pro tem
every time	no one	some day

186. Omission of Part of a Compound Word.—When the same word occurs in the latter part of two or more successive, hyphenated, compound modifiers, the word is frequently omitted from the first modifier and its place indicated by a hyphen.

Right.—The eighth- and ninth-grade boys drilled next.

Right.—He had fifty dollars in one-, five-, and ten-cent pieces.

187. Word Division.—A hyphen is used to divide a word at the end of a line.

a. Care should be taken to insert the hyphen only between complete syllables. But here the difficulty comes: one cannot always trust either the pronunciation or the etymology of a word for its syllabication. In such words as *ne-ga-tion* and *per-mit* there is little or no room for doubt; but in others, as *fa-ther* and *moth-er, ves-tal* and *vest-ure, for-mer* and *form-al,* one may be sure of accuracy only by consulting a reliable dictionary. In syllabication in general, however, the following rules, though overlapping in some cases, may be observed with profit:

b. Insert a hyphen—

1. After a long vowel or a short unaccented vowel when followed by a single consonant or a group of consonants forming an indivisible consonant combination; as, *la-dy, tri-fle, di-vine, justi-fy, photogra-phy.* But *see c 5* below.

2. After a single consonant or an indivisible consonant combination when preceded by a short, accented vowel; as, *lov-ing, loz-enge, bish-op, diaph-anous.*

3. Between double consonants (except plurals of nouns ending in double-*s*) and successive consonants not forming an indivisible consonant combination; as, *rub-ber, cus-tom, confes-sion, conver-sion.* But *see c 9* below.

4. Between a prefix or a suffix and the root word; as *pre-eminent, retro-act, Jew-ish, love-ly.*

5. Before nominal *-er, -or, -ment, -ness,* and *-tion;* as, *hunt-er, debt-or, adjust-ment, shy-ness, avia-tion.*

6. Before verbal *-ing,* and *-ed* when pronounced as a separate syllable; as, *fly-ing, hunt-ed,* but *loved.*

7. Before adjectival *-er, -est, -ble, -ful,* and *-ish;* as, *high-er, bright-est, edi-ble, hope-ful, brut-ish.*

8. Before adverbial *-bly* and *-ly;* as, *grave-ly, staid-ly, immuta-bly.*

c. Caution:

1. Do not divide a syllable of one letter from the rest of the word.

Wrong.—a-ble, i-tinerant, ver-y.

2. Do not divide a monosyllable.

Wrong.—mob-bed, tho-ugh.

3. Do not divide inseparable consonant combinations, such as *ph* in *phonetic, th* in *think* and *the, sh* in *lash, gh* in *cough* (or when silent), *tch* in *match, gn* in *sign,* or *ck* in *track.*

4. Do not begin a line with a hyphen.

5. Do not separate a consonant from a vowel that affects its pronunciation; as, *nec-essity* for *ne-cessity, wag-er* for *wa-ger, rag-ing* for *ra-ging,* etc.

6. Do not divide a diphthong or separate two successive vowels, one of which is silent.

Wrong.—ana-esthetic, pe-ople, wa-iling.

7. Do not separate a syllable that has been added to a word by the addition of a plural *s.*

Wrong.—hors-es, palac-es, financ-es.

8. Do not divide hyphenated words except at the syllable where the regular hyphen comes.

Not good.—pock-et-book, fool-kill-er.

9. Do not make awkward divisions.

Not good.—noth-ing, crac-kle, ei-ther, vi-sion, eight-een.

188. To Indicate Syllables.—A hyphen is used to indicate the separate syllables in a word; as, *quo-ta-tion, syl-la-ble.*

189. To Mark Roots, Prefixes, and Suffixes.—A hyphen is used to mark incomplete words, roots, prefixes, and suffixes.

Right.—The root *rei-* may be noted next.
Right.—The verbal ending in that case is *-ed.*

XVI. BRACKETS

190. In Direct Quotations.—Brackets are used in direct quotations to enclose matter written, not by the author quoted, but by the person quoting.

a. Brackets, [ ], should not be confused with parentheses, ( ). In a quotation, words enclosed in parentheses are understood to have been written by the author of the quotation; words enclosed in brackets are understood to have been interpolated by the one quoting.

Wrong.—"His (Paderewski's) young manhood was full of pathos, and he put the tragedy of his grief into his playing."

Right.—"His [Paderewski's] young manhood was full of pathos, and he put the tragedy of his grief into his playing."

Right.—"Swinburn[e]'s education in Germany [France] was begun . . . ."

191. Parentheses within Parentheses.—Brackets are used for parentheses within parentheses.

Right.—Trench's statement (see his *On the Study of Words* [revised English edition], p. 83) is that the Germans, knowing nothing of carbuncles . . . ."

XVII. ASTERISKS

192. Material Omitted from a Quotation.—Asterisks are used to indicate the omission of material from a direct quotation.

a. When the quotation is long and several paragraphs or pages are omitted, the omission is commonly indicated by a series of asterisks inserted between the paragraphs. But when only a few phrases or sentences are omitted from a paragraph, it is present usage to insert a series of periods, or dots, between the sentences to indicate the omitted words or sentences. (*See* **138**)

Right.—"For the most wild yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad

indeed would I be to expect it, in a case where my very senses reject their own evidence. Yet, mad am I not—and very surely do I not dream. But to-morrow I die, and to-day I would unburden my soul.

* * * * * * *

"Of my own thoughts it is folly to speak. Swooning, I staggered to the opposite wall. For one instant the party on the stairs remained motionless, through extremity of terror and awe. In the next a dozen stout arms were toiling at the wall. It fell bodily. The corpse, already greatly decayed and clotted with gore, stood erect before the eyes of the spectators. Upon its head, with red extended mouth and solitary eye of fire, sat the hideous beast whose craft had seduced me into murder, and whose informing voice had consigned me to the hangman. I had walled the monster up within the tomb!"

Right.—"There are very, very few natural deaths: most people die through accident, because a part gives out. . . . . And they float into paradise on the fumes of a cheap cocktail."

XVIII. FOOT-NOTES

193. **References.**—When references, formal or informal, are made in an essay to an author, book, or magazine, the precise volume and page to which reference is made should be given in a foot-note at the bottom of the page.

a. Such foot-notes should be separated from the main body of the text by heavily ruled lines and should be numbered consecutively throughout the essay by small arabic numerals placed before them; and the reader's at-

tention should be directed to these notes by a corresponding numeral placed in the essay at the end of the reference or quotation and a bit above the line.

b. When frequent references are made to the same volume or work, instead of repeating the title, the abbreviations *loc. cit.* (*loco citato,* in the place [already] cited) and *op. cit.* (*opere citato,* in the work cited) are used. This avoids repetition of the same reference. And when the references to the same work are successive, *ibid.* (abbreviation for *ibidem*) is used.

Right.—D'Israeli, *Curiosities of Literature,* 61.
Ibid., 142.
Loc. cit., chap. 3.

c. The following illustration is taken from the *Publications of the Modern Language Association* for March, 1912 (p. 27):

"To Carlyle the merit is due of making Goethe popular in England," says Miss Carr in an article on *Goethe in his Connection with English Literature.*[1] Mr. Alford points out that "the first beginnings of the study of Goethe in England came fifty years before Carlyle,"[2] and notes that "in the year 1780[3] a translation of *Werther* first introduced Goethe to the notice of Englishmen. This became popular and passed through several editions."

d. When one is preparing manuscript for the printer, foot-notes—or, more properly, what are to become foot-notes later on the printed page—are put immediately below the reference or quotation, and are separated from the body of the text by heavy lines, thus:

1. Pub. of English Goethe Society, No. iv, p. 56. (London, 1888.)
2. R. G. Alford, *Goethe's Earliest Critics in England. Idem,* No. vii, p. 8 f. (London, 1893.)
3. This should be 1779. (See above, note 1, p. 26.)

These were, in a sense, the Oxford scholarships[1] of the four-

[1] The money was, however, only lent, security being required.

teenth century. To each of them was attached the name of the benefactor, the sum given by him, and the object of the foundation. . . . . .

Such an arrangement of foot-notes is a distinct aid to the printer.

XIX. ABBREVIATIONS

194. Abbreviations to be Avoided.—One should avoid the use of abbreviations; they are in bad taste in literary work (including letters) of any kind. No abbreviations should be employed except those that one knows to be used, not by the newspapers, but by writers of standard English prose.

195. Abbreviations in Good Usage.—The following abbreviations, however, are in good use: *Mr., Mrs., Messrs., Dr.,* when used before proper names; *Jr., Esq.,* and the initial abbreviations *A.B., Ph.D., U.S.N.,* etc., when used after proper names; and such general abbreviations as *etc., viz., q. v., i. e., e. g., a. m., p. m.* (also A. M. and P. M.), *St.* (Saint), *A. D., B. C.*

196. Abbreviations Permitted in Correspondence.—In correspondence *P. S., inst., f. o. b.,* the abbreviations for the months of the year (except *March, April, May, June, July*), and the abbreviations for the states of the Union are usually found. But because *Cal.* is often mistaken for *Col., Miss.* for *Missouri,* etc., it is better to

spell out *Alaska, California, Colorado, Idaho, Iowa, Maine, Mississippi, Missouri, Ohio,* and *Utah.*

a. In business letters the abbreviations *Co., Bros.,* and "&" may be used if the firms addressed use them so; otherwise the words should be spelled out.

197. Personal Titles.—Better usage now demands that such titles as *Professor, President, Governor, Reverend, Captain, Colonel, General,* etc. be spelled out, not abbreviated.

198. Caution 1.—Note that many abbreviations that are proper when used with other expressions or in the address of letters, are improper when used alone or in the body of a composition.

Wrong.—He came this p. m.
Right.—He came at four p. m.

Wrong.—We had to call a Dr.
Right.—We had to call a doctor.

Wrong.—The meeting is to be held in Sept. in Ga.
Right.—The meeting is to be held in September in Georgia.

199. Caution 2.—Note also that many abbreviations (such as *vol., p., l., ed.*) that are allowable in footnotes, bibliographies, parenthetic citations, etc., are not permitted in the body of a composition.

Right in a foot-note.—Cf. *Century Dict.,* vol. 1, p. xv.

Wrong in an essay.—I had read up to the eighteenth p. of the 2d vol.

Right in an essay.—I had read up to the eighteenth page of the second volume.

XX. NUMBERS

200. Street Numbers, Dates, etc.—Cardinal numbers designating street numbers, telephone numbers, automobile numbers, dates, pages or divisions of books (chapters, paragraphs, etc.) should be written in figures, not spelled out.

Caution.—After dates ending in *d* use *d* only, not *nd* or *rd*.

Wrong.—Our telephone number is one thousand three hundred ninety-seven.

Right.—Our telephone number is 1397.

Wrong.—I was born July the seventh, eighteen hundred eighty-one.

Right.—I was born July 7, 1881.

Not good.—George Eliot was born November 22nd, 1819.

Right.—George Eliot was born November 22d, 1819.

201. Ordinal Numbers. — Ordinal numbers are customarily spelled out, though ordinals designating days of the month may be either spelled out or expressed in figures.

a. In the address of letters it is particularly important that ordinals be written out, since such ordinals are preceded by house numbers in arabic and confusion may easily be caused.

Right.—That was about the hundredth time I had heard the professor's joke.

Right.—Thanksgiving day fell on the thirtieth of November that year.

Right.—May 23d, I remember, was rainy.

Right.—614 Forty-second Street, New York.

202. Cardinal Numbers.—In connected discourse, cardinal numbers that cannot be expressed in one or two words should be written in figures.

Not good.—$8,000,000 worth of stocks were sold.

Right.—Eight million dollars worth of stocks were sold.

Wrong.—The amount of the collection was fourteen dollars and seventy-eight cents.

Right.—The amount of the collection was $14.78.

Wrong.—The university is 18 miles from the city proper.

Right.—The university is eighteen miles from the city proper.

Wrong.—The price of the cloth was $.98.

Right.—The price of the cloth was ninety-eight cents.

203. Large and Small Numbers in Same Sentence.—If in the same sentence or paragraph several numbers or sums of money are mentioned, some of which are so long that they must be expressed in figures, all the numbers or sums should be written in figures.

a. In other words, be consistent. Do not spell out numbers in one sentence and use figures in the next.

Right.—After I had expended $30 for board, $11.18 for books, and $12 for room rent, I had $46.82 left for incidental expenses.

204. Caution 1.—When designating sums of money in connected discourse, do not write .00, do not write the decimal point above the line, and do not express in figures sums of less than one dollar.

Not good.—His bill that month amounted to $175.00.

Right.—His bill that month amounted to $175.

Wrong.—They were making a special sale on the medicine that day at $.98.

Wrong.—They were making a special sale on the medicine that day at $0.98.

Right.—They were making a special sale on the medicine that day at ninety-eight cents.

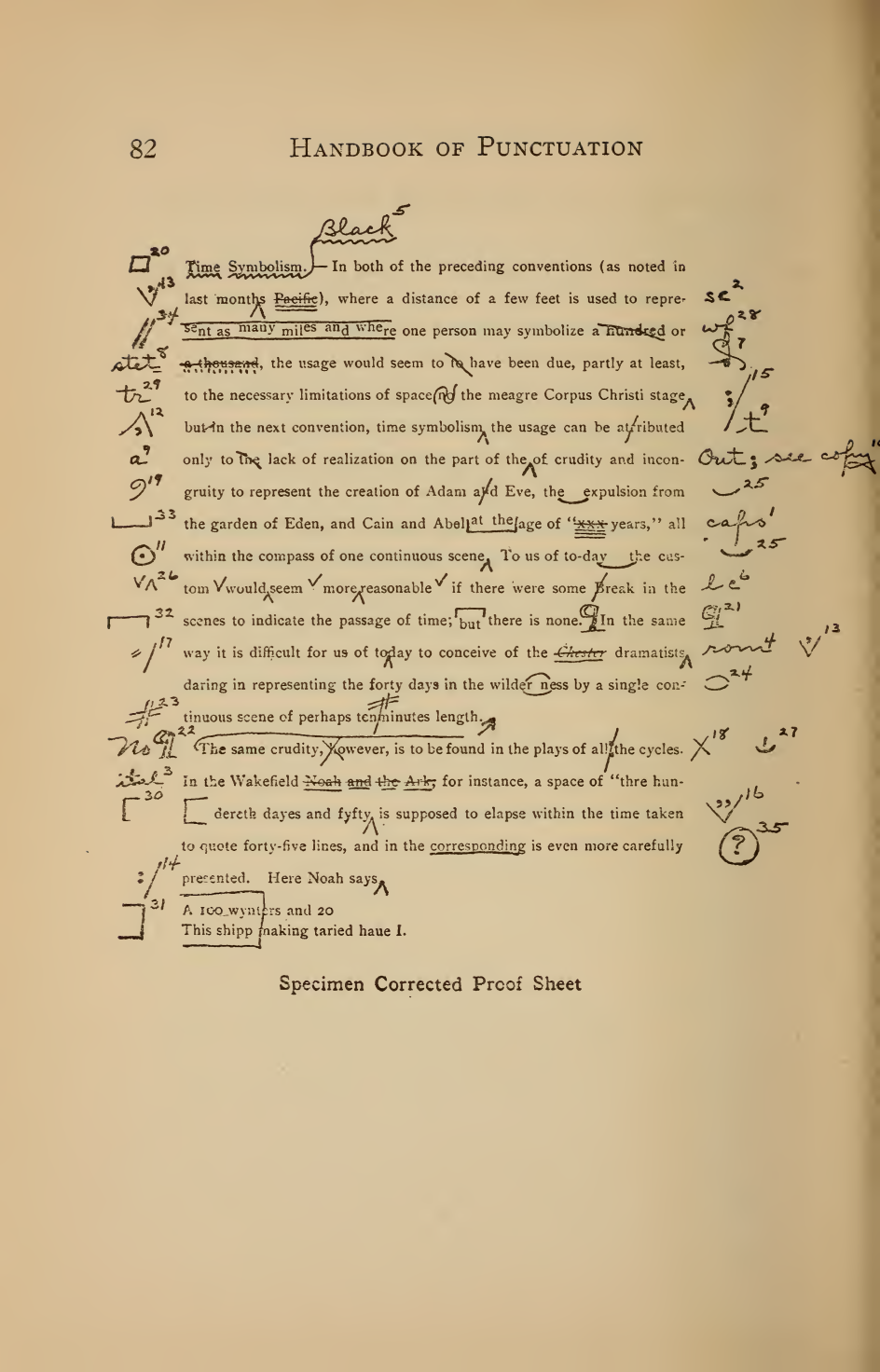
Wrong.—The total cost was $4·15.

Right.—The total cost was $4.15.

205. Caution 2.—Do not begin a sentence with figures; and except in legal or commercial letters and documents do not repeat in parenthesized figures a number or a sum of money that has just been spelled out. But in legal or commercial documents (where such repetition is often necessary) write the parenthesized number or sum immediately after the expression it repeats.

Not good.—Enclosed please find ten ($10) dollars, for which send me . . . .

Right.—Enclosed please find ten dollars ($10), for which send me . . . .



Specimen Corrected Proof Sheet

EXPLANATION OF PROOF CORRECTIONS

1. Put in CAPITALS.
2. Put in SMALL CAPITALS.
3. Put in *italics*.
4. Not italics; roman type.
5. Put in **black face type.**
6. Lower case; small letter.
7. Delete; omit.
8. Restore the words crossed out.
9. Substitute for the letter stricken out.
10. Several lines omitted; see copy.
11. Insert a period.
12. Insert a comma.
13. Insert an apostrophe.
14. Insert a colon.
15. Insert a semicolon.
16. Insert quotation-marks.
17. Insert a hyphen.
18. Imperfect letter.
19. Letter inverted; turn over.
20. Indent.
21. Make a new paragraph.
22. No paragraph.
23. Put in space.
24. Close up; no space needed.
25. Smaller space.
26. Badly spaced; space more evenly.
27. Space shows between the words; shove down.
28. Wrong font.
29. Transpose.
30. Carry to the left.
31. Carry to the right.
32. Elevate.
33. Lower.
34. Straighten crooked line.
35. Query: Is the proof correct?

MARKS USED IN CORRECTING THEMES

amb = ambiguous.
ant = antecedent not clear.
cap = capitalize.
cl = not clear.
cts = construction faulty.
coh = coherence not good.
con = connective (or connection) not good.
Consult = bring theme to the instructor for consultation.
ℌ = delete; omit.
D = see the dictionary.
E = error (not specified).
F W = "fine writing".
Gr = bad grammar.
K = awkward.
l c = change capital to small letter.
P = punctuation bad.
Rep = same word or sound repeated too much.
sent = wrong form of sentence.
Sl = slang.
Sp = bad spelling.
S U = sentence lacks unity.
T = wrong tense.
tr = transpose.
word = word improperly used.
¶ Coh = coherence between paragraphs not good.
¶ U = paragraph lacks unity.
¶ = paragraph needed; make a new paragraph.
No ¶ = no paragraph needed.
⌟ = indent.
⁀ = join the words together.
= separate into two words.
⊖ = hyphen needed.

EXERCISES FOR CORRECTION [1]

1. Counting nibbling a woman eats about as much as a man. (93)

2. The discovery "1851" of this lost work—Against all the Heresies—puts us in possession of much new information. (28, 86, 129, 150, 156 *a*)

3. William was the twenty one year old son of a Yeggman who had been compelled to flee from New York to Texas three months before. (25, 173)

4. When he went crazy he was trying to measure with his eye the exact number of miles that Jupiter was distant from the Earth and the Moon. (42, 83)

5. Dame nature that morning was resplendent in all her brightest garments of green. (44)

6. But the idea always held before the actor is that of work—hard work—continuous work. (99)

7. He would help himself to two or three pieces of chicken at one time and then quote the proverb from Benjamin Franklins Poor Richards Almanac, God helps them that help themselves." (60, 134, 145, 150, 156, 163)

8. Having been approved by Pres. Jackson this bill became effective the following summer. (84, 197)

9. $8,000.00 was the sum he invested in the land and he says now that he would be satisfied to get $5,000.00 for it. (72, 202, 204, 205)

10. The beginning and the end of Mr. Hubbard's editorial are worthy of comment. There are only two paragraphs, let me quote them to you.

"There is a new religion. It has come without blare of brass, without fanfare of words, without shoutings, without argument, agitation, or violence. This new religion is slowly and surely conquering the world. It

1. Numbers refer to paragraph divisions in the text.

is being preached from every pulpit in Christendom, and is being advocated by all rabbis, priests, preachers, and teachers. It is so reasonable, so gentle, so simple, so obvious, that it is being accepted without opposition—aye, without the realization that it exists."

"It is the Religion of Common Sense. Its tenets are industry, economy, efficiency, expediency, reciprocity, appreciation, good cheer, mutuality, cooperation, all illumined by love." (60, 65, 118, 138, 192)

11. The sort of book that I prefer is one on which I can feel that I have spent my time profitably. One that presents an uplifting thought so vividly that it gives me food for thought day after day. (121)

12. Perhaps you have heard me quote before that, "No joy is complete unless one may give a part of it to another." (24 *a,* 140)

13. Who Sir. You Sir. No Sir. Not I Sir. Who then Sir. You Sir. (65, 89, 109, 125, 134)

14. Macaroni of course was the term applied at that time to the London dude. (94, 152)

15. Soon after understanding failed and he died within the hour. (103)

16. The golf course extended in the direction of but not down to the lake. (88)

17. Maine, Massachusetts, Connecticut and New York produced 6496000 of the 6500000 gallons reported in 1849 of which Massachusetts contributed 3786000 gallons or nearly 60% of the whole. (76, 82, 86, 104, 194)

18. The fact that there is an annually increasing deficit in the U. S. treasury and that some scheme and plan to raise this necessary revenue must be devised is already too well-known to need any further comment. (101, 172 *b,* 194)

19. In regard to the student of Rhetoric I feel like

making the same statement, he must have a thorough knowledge of the rudiments of the subject before he can create for himself an individual interest in it. (54, 59)

20. He cared not, he said, what caste, creed or color, slavery might assume, he was for it's total it's instant abolition. (65, 74, 76, 108, 168)

21. He read us fiction and history—Biblical and profane writings—English and foreign works—and in fact almost anything that we could think to ask for. (31, 79, 85)

22. After the ad copy has left the advertising man, it is placed in the hands of the advertising manager of the newspaper. We are now dealing with metropolitan newspapers, not with country fly leaves. His business is to secure a position in the edition and to see that all the copy, mats, cuts, etc. are present. (56, 129, 130, 151)

23. Because of her centuries of lack of training in facing the world, because there is some one made in her stead to take care of the coarser affairs of life and because her place is to care for the finer things and to be a helpmeet for man, on the whole because of her general inability woman should not be allowed to vote. (69, 73, 120)

24. It was in the fall of 94 that Miss Harrison while on her way to the Public Library first met Hannerty. (41, 85, 169)

25. There is no truer proverb than the one which tells us that, "A watched pot never boils, and yet a watched pot will boil if one waits long enough. (24, 65, 98, 149)

26. By the time 12-30 came I had heard enough of Luke 11-17 and every other text in the whole bible. (31, 63)

27. When Homer lived—850 ? B. C.—such customs

were known and accepted as a matter of course. (83, 129, 191)

28. His brilliant coat, immaculate when he started, was covered with mud, and his horse, his second mount, by the way, was covered with white lather. (116)

29. His purpose in talking so much about the Vedas and the Hindu philosophy was to illuminate the teachings of the book of books. (31)

30. Something, perhaps a sense of loyalty, the right kind of loyalty, too, to William, made him hold his tongue. (117)

31. "In a few weeks when you are strong enough we will all take a trip together, that is Father and Dudley and I and maybe Henry (I don't mean Henry, I mean Mr. Scales) maybe Mr. Scales will go too." (66, 85, 96, 65, 115)

32. During the period of the civil war, (1861 to 1865) it was probably higher than it has ever been before or since. (36, 126, 130)

33. When school opened she asked: Can any of you tell me the author of the quotation, A primrose by the river's brim a yellow primrose was to him, and it was nothing more? (24, 83, 134, 135, 142)

34. No sir, but I can go this afternoon and be back easily in time for work tomorrow morning. (70, 89, 183)

35. I'll be with you when the flowers bloom in Spring, she quoted with a touch of affectation. (25, 134)

36. The roll began with Anderson—C. G. and ended with Wiley—C. T. (92)

37. As inquirers we have two methods open to us; one is to choose from among all the views suggested by the various sects, the other is to divest our minds of all prejudice and strike out for ourselves. (64, 67, 86)

38. "I, I, I didn't get in, precisely at ten" I stammered. (124, 144)

39. In this business he spent thirty three years of his life until in fact he was called to be the governor of his State. (27, 85, 122, 173)

40. The bill for that day included a number entitled Swat the Fly an uproariously short comic ridiculous subject. (74, 86, 150, 156)

41. He is one of the singularly fortunate men, who are permitted not only to perform noble actions but to leave a worthy record of their history. (80, 82, 87)

42. Yes he will probably be successful as the world views success but he will never be a great man. (72, 85, 95)

43. Immediately after breakfast Helen in company with some of the boys from town went to the water melon patch to see if the trap had worked. (73, 184)

44. Louis says he is really ill but it is their opinion that he will get well as soon as he stays at Mrs. Jones' house about a day. (72, 163)

45. Unless something unforeseen happens you may expect me to take a trip through Yellowstone park with you before the Summer is over. (25, 29, 83)

46. My maxim, I replied when my time came, is a good old one; it is; "There is no man suddenly either excellently good or extremely evil." (98, 134, 142, 144, 145)

47. "When duty duty calls, we must obey." Anon. (123)

48. Free Methodists. Located chiefly in Michigan, Illinois, and western New York. (127, 157)

49. Count Henri Von Milo, L.L.D. was among the invited guests. (49, 56, 91)

50. Whereas it has pleased the almighty father to

remove from our midst our beloved brother Henry Canlon, and whereas it has been our privilege to be intimately associated with him for the past three years, and whereas we have always found him a faithful student, a loyal friend, and a Christian gentleman, therefore be it resolved that we extend to his bereaved Father and Mother, Dr. and Mrs. Henry Canlon our deepest sympathy and grief in the loss that they and our College have experienced. . . . . (27, 30, 52, 69, 86, 106, 160)

51. Barnes and Jenkins How to Study Nature was the book that I studied during my Freshman year. (27, 150, 156, 167)

52. At that instant, simultaneously with the explosion of my gun he relaxed his whole body on the boulder and within ten steps of his cave his head fell lifelessly back. (72, 85)

53. Be not blasphemous. All such men have something divine in their souls. (114)

54. Their friendship she claimed when they asked her about him, was purely Platonic. (25, 85)

55. Oh! Heavens, she exclaimed, what are you trying to do. (27, 97, 109, 112)

57. Our expenses were $3.18 for gasoline, ten dollars for board, $1.25 for tips, and exactly $21.00 for repairs. (203, 204)

58. On the afternoon of labor day papa told my sister and me to get ready for an automobile trip, as he was going down past the old Methodist Church on the Waverley turnpike. (27, 29, 35)

59. My Father has asked me to inquire whether you can go with the party next week to Manitowoc? (27, 109)

60. Mr. Mackenzie's The Little World which we

have already referred to, is being widely read all over the west. (34, 82, 150, 156)

61. In poetry the rude man requires only to see something going on, the man of more refinement wishes to feel, the truly refined man must be made to reflect. (65)

62. We were particularly anxious to win for two reasons, first, because that college had always been a particular rival of ours, and second because the winning of this game would mean the state championship. (61, 67, 94, 107)

63. Mr. D'e will continue his school until the middle of August but he finds it hard work as his sleep is so much broken into at night. (72, 83, 128)

64. I can truthfully say that I do not regard him as a man for the place, but the man. (159)

65. That the father of us all would protect him in his wanderings and would finally bring him safely home she never doubted. (30, 73)

66. He had grown tired of studying and reading when a happy thought came to him, why not go hunting? (45, 64)

67. He pronounced potato, tater, and asparagus, sparrer grass. (153)

68. The ancients, Jews and Heathens believed that the spirits of deceased persons sometimes made themselves visible on earth assuming bodily forms though of an aerial substance. (80, 84, 86)

69. In English and German speaking countries and occasionally in France this is to be noted. (85, 175, 186)

70. "The lips of the priest (he quoted) shall keep knowledge, and they (the people) shall seek the law at his mouth, because he is the angel (or messenger) of the Lord of hosts." (144, 190)

71. We people in New Orleans can not understand how people in the north confuse Creoles with Negroes. (33, 34, 184)

72. Henry was chief of the Oneidas, Ben of the Yemassees, Harry of the Delawares, and Ellen was going to be Matiwan. (65, 100)

73. The fact is he is somewhat of a *savant,* a man of taste and a recognized writer. (76, 94, 158)

74. Hearn's accounts of his childhood and youth are not trustworthy but we may believe him when he says, that he was wilful beyond all reason. (72, 102)

75. If your girl is good looking tell her so, if she is not talk about the weather. (65, 83)

76. No matter how things may twist themselves now Woodrow Wilson, President of Princeton University will be the next governor of New Jersey. (32, 94)

77. During the revolution and until the civil war the custom was kept up but it has practically fallen into disuse now. (36, 72)

78. If the number of A.B.s given in 1911 and in 1912 be taken into account it will be found that the proportion to the whole body of graduates is relatively small. (83, 170)

79. It is the purpose of the "men and religion forward movement" to make Smith, and Brown, and Jones believe that church is a good thing and that church services are worth attending. (38, 77)

80. Most people see in the resolution a thrust made by the senate at the president for his action in vetoing their tariff measure. (27, 39)

81. The second Congress of Mine Workers met in the Hillman building July 8, 1912 and remained in session during the week. (40, 41, 90, 100)

82. Mr. Holliday's Wit and Humor of Colonial Days contains an account of the various versions of Yankee Doodle which, if not entirely new, is well worth commenting upon.

83. My thanksgiving vacation was spent at my Grandmothers.

84. Mr. Marshall is a hoosier and a descendant of John Marshall, Chief Justice of the supreme court of the United States.

85. And not the least enjoyable part of the evening's entertainment was the music furnished by the second Wisconsin regiment band.

86. That is the thought to be developed in the paragraph should be given in the first sentence.

87. "Thinking begets thinking." Oliver Twist.

88. The sunlight was still resting upon the tops of her white sails, little dashes of gold on a background of snow, but none of us were interested in her goodly appearance.

89. Everytime I want anything, and cry for it, (because I can't make them understand I want anything unless I cry for it), they give me more Baby Food.

90. Let it be known that before the experiments on diphtheria were begun about 70% of the victims of the disease succumbed while now after a few guinea pigs and rabbits have been sacrificed, only 10% of the patients die.

91. Despite the efforts of the Hague conference it is said that her maritime kingdom is to be forcibly divided and given to her rivals.

92. The garden of his house in Worcestershire was painted by Sargent in his Carnation, Lily, Lily, Rose.

93. He, himself, is a catholic and his parents before him were all catholics.

94. "Have you seen her." "Yes she was over at our house this morning."

95. When Elizabeth came to the throne in 1559, I am not sure that this date is correct, she found the country all torn up with petty dissensions.

96. "If I had only listened to you," she went on! "But my self will blinded me."

97. We had won by clean consistent playing by faithful practice and by the fact that our coach understood the game and how to handle his men.

98. Millet had likewise a high talent in stained glass design and is the designer of an important window in the Harvard memorial hall.

99. This so called puppy love does not always endure, perhaps it best not, for a girls last love is usually more sane than her first.

100. In these rooms were reserved especially for committee meetings of all kinds.

101. All during the Spring our Dramatic Club, for so we styled ourselves, had been working hard rehearsing our final play.

102. "But my friend," he exclaimed, "that is precisely. His friend stopped him in the middle of the sentence.

103. Carries Mother and Aunt Mrs. D'n, it is rumored are not going to be invited.

104. Come on now fellows, we beat them last year in the second half and we can do it again this year.

105. Rev. Andrew Sledd, Ph.D. D.D. L.L.D. is president of Southern University.

106. He said that "he paid for it out of his own personal account and that the total came to $101.00, or $50.00 apiece."

107. She is or rather she was my brothers wife.

108. Wednesday, January 22nd. Unable any longer to appear on deck. Afraid I won't die now.

109. Incantations and chants—gloom and brilliance of light, spooks and goblins—all were encountered in the course of the initiation.

110. In Milwaukee they have only two such places, in Oshkosh one, and in Appleton none.

111. Jack the one eyed wonder, was the name of the chief occupant of the main tent which was gaudily painted to indicate it's importance.

112. I recognized it as Sir Wm. Jones' famous translation from the Persian and recited it to him;

So live that, sinking in thy last, long sleep,
Smiles may be thine while all around thee weep.

113. The population of the world in 1880 was religiously distributed in the following proportions.

professors of christianity	418000000
Buddhists	400000000
Mohammedans	215000000
Brahmins	175000000
Jews	7000000
all other forms of religious belief	174000000
total	1389000000

114. The questions that must necessarily be settled are—is it necessary, might not federal revenue be collected more easily in some other way; is it fair and just, and is it efficient?

115. Can indicates possibility, as I can hear.

116. According to the census of 1910 we have a population of 18,000 and between two fifths and three fifths of these are colored.

117. The following is the business of the General Conference; 1. the election of Bishops, 2. to adjust the

boundaries of the Annual Conferences, 3. to revise the rules of the Discipline, 4. to superintend the interest of Foreign Missions, 5. to elect officers to conduct the business of the general Publishing House.

118. I rose from my knees—made my resolution—and lay down unafraid—enlightened—eager for daylight.

119. What he does not know about the great bear and the milky way and Jupiter is not worth knowing.

120. I've had enough of you. Now you beat it. Beat it quick while the goings good.

121. Many former Jewesses and Methodist, Baptist, Presbyterian, Episcopalian, and Catholic women are today placing the Hindu scriptures, the veda, above the bible.

122. Henry W. Lawton, prince of promoters, as he himself admitted, and patron of authors sat in his office during the first two hours waiting.

123. Precisely at 11-20 he began to talk from Luke 11-17 and for one hour, until 12-20 he preached.

124. We were still fast and to judge from the grinding of the ice on the Western shore the wind was blowing a strong gale from the West.

125. "Cartersville, Cartersville," he repeated slowly; pardon me please where is Cartersville.

126. Whatever may have been his admiration for governor Wilson, ex president Roosevelt did not at all agree that a third party was unnecessary.

127. Bean—E. B. you said your name was.

128. He likened the new bill to a bowl of punch
A little sugar to make it sweet
A little lemon to make it sour
A little water to make it weak
A little brandy to give it power.

129. How we all stood up and peered into the distant nooks; how fearfully that dreaded cry came to us again; how nervously we scanned the green spots in the distance.

130. Henderson and Wallace are alike in this respect, one never forgets anything and the other never learns anything.

131. Even though we were both in the same boat so far as trouble was concerned, I had a scrap with him over the rabbits.

132. I invite your attention to the following passage; "A soft answer turneth away wrath, but grievious words stir up anger."

133. According to the statistics of the U. S. commissioner of education forty one boys do not return the second year of high school, sixty two of the original one hundred do not return the third, and seventy six have dropped out by the fourth year.

134. When I meet a girl with a very odd romantic and curiously-spelt name I always wonder what her name was before she began fooling with it.

135. Mrs. S. N. Conway,
Union, Wis.
Dear madam,

136. From the Post Office past Jefferson park and for nearly a quarter of a mile along the south shore drive the procession extended.

137. A woman like her as brilliant as any man and a great deal more brilliant than most of us has a perfect right to vote.

138. So with pails, bags, baskets and boxes we started on that long wet tramp through the grass, bushes and tall timber.

139. That the one was nearly a woman now and the

other—Alas!—a full grown man did not occur to their Mother.

140. When women receive the ballot they will do as the men have done; see that their working hours are shortened and that they have more sanitary conditions under which to labor.

141. This very important study should however not be a burden to the student and it will not become such if both teacher and student work hand in hand.

142. Mr. McCullom do I understand that you are a witness for rather than against the defense.

143. As to anything that would improve the work, I can think of nothing, it is the study not always the teacher that makes students like or dislike the subject.

144. Much obliged to you for the kind thought my child, I will take the word for the deed.

145. O, mother ocean I love thy whispers, thy sighs, and even thy doleful moans.

146. This summer we camped up the river where there were eight girls and two married ladies for chaperones.

147. The convention held at Chicago, Illinois in July 1912 could not be termed an absolute success.

148. His answer was expressed in three words—read—read—read.

149. "Ah! Well! I am forgetting again how old I am; he exclaimed, And you are not interested any way."

150. For in the Acts of the apostles we are told that: "neither was any one among them (the faithful) needy."

151. The taste is a highly-emphasized combination of jelly, apple cider and lemonade, strawberries, honey and cool milk, iced beer and pickles, and dozens of the

other sensuous pleasures that please us, all these multiplied to the third power.

152. But in an oral examination some students become so confused, even frightened, and this confusion is often due to the thoughtlessness of the instructor, that it is utterly impossible for them to make the showing that they normally would.

153. The dance over she threw her card away remarking that she was disgusted with balls.

154. The loss of Leonardo Da Vincis Mona Lisa is the most regrettable artistic loss that we have had in many years.

155. Upon him has been thrust the undivided honor of representing in the campaign of 1912 the saner ideas of progress under the constitution and the institutions we have.

156. They learn the three Rs there and thats more than can be said of most of the schools in such districts.

157. Monday came and by 2,30 the biggest crowd was on hand that had been seen since the fall of 99.

158. The noon editions fairly overflowed with the latest and most ominous rumors, many of which had been invented in their own offices, denials of old rumors reported in the morning issues, derisive accounts of the ticket-scalpers who had been arrested, intricate calculations on the crowds probable magnitude, which was expected to be the largest ever known, statements by every notable in the city who had felt the need of a little free advertising, and other alleged news.

159. And what do you think of the dignity of a President who resorts to an ex parte action in order to gain a cheap and transient legal victory over a very important part of the people, whom he has sworn to protect in their legal rights!

160. The Springfield, Mass., Republican quoted in Public Opinion above states that in 1894 1333000 people in New York city lived in 39138 tenement houses, a fraction over 34 persons to the house.

161. From morn to noon, from noon to dewy eve it was work—work—work—nothing but work.

162. If he does this, and the instructor gives new kinds of exercises even though the main things to be learned are repeated, and new ways of presenting the old principles, I think the student would have less cause to find this fault with Rhetoric.

163. Born in the state that is known as the mother of presidents and that produced the father of his country, we may confidently expect something worth while of Gov. Wilson.

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